

# State Teachers College . . .

1949



Member of Association of Colleges for Teacher Education.  
Member of the Middle States Association of Colleges and Secondary Schools — A Unit of the Association of American Colleges.

# CLARION, PA.



# The Clarion

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## State Teachers College

Clarion, Pennsylvania

*Member of Association of Colleges for Teacher Education  
Member of Middle States Association of Colleges and Secondary  
Schools.*



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## CALENDAR 1949 - 50

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### PRE-SESSION 1949

Session Begins.....	Monday, June 6
Session Ends.....	Friday, June 24

### SUMMER SESSION 1949

Session Begins.....	Monday, June 27
Session Ends.....	Friday, August 5

### POST SESSION 1949

Session Begins.....	Monday, August 8
Session Ends.....	Friday, August 26

### FIRST SEMESTER 1949-50

Curriculum Conferences.....	September 7, 8 & 9
Registration of Freshmen .....	Monday, September 12
Registration of Upperclassmen.....	Tuesday, September 13
Classes Begin at 8:00 a.m.....	Wednesday, September 14
Organization of Evening Classes.....	7:30 p.m., Thursday, September 22
Thanksgiving Recess Begins at the Close of Classes.....	Tuesday, November 22
Thanksgiving Recess Ends at 8:00 a.m.....	Monday, November 28
Christmas Recess Begins at the Close of Classes.....	Wednesday, December 21
Christmas Recess Ends at 8:00 a.m.....	Tuesday, January 3
First Semester Ends at Noon.....	Thursday, January 19

### SECOND SEMESTER 1949-50

Registration.....	Tuesday and Wednesday, January 24 and 25
Classes Begin at 8:00 a.m.....	Thursday, January 26
Organization of Evening Classes.....	7:30 p.m., Thursday, February 2
Easter Recess Begins at the Close of Classes.....	Saturday, April 1
Easter Recess Ends at 8:00 a.m.....	Wednesday, April 12
Alumni Day.....	Saturday, May 27
Baccalaureate Services.....	Sunday, May 28
Commencement.....	Monday, May 29

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---

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Greenville College, A.B.; Carnegie Institute of Technology, B.S.; Graduate work at University of Southern California; University of Michigan, M.A.

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Graduate, Library School, University of Wisconsin; University of Alberta, B.A.; University of Illinois, B.L.S.; M.A.; Graduate study University of Illinois, University of Chicago.

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bia; University of Pittsburgh.

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**SAMUEL A. WILHELM, Litt.M. . . . . *Demonstration Teacher—Sr. H. S. Grades***

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**EFFIE BLANCHE HELPER, B.S. (emeritus)**

Graduate, Clarion State Normal School; Attended Teachers College, Columbia University; Clarion State Teachers College; Bucknell University; Geneva College, B.S.

## PURPOSES AND OBJECTIVES OF THE COLLEGE

The first two years give a broad cultural foundation. The class work and social life of the college aim to develop responsibility, poise, assurance, and independence. A well-trained teaching staff seeks to inculcate high ideals of teaching and strives to evolve a sound philosophy of education as well as a thorough familiarity with the best public school teaching, in the Training School.

The major functions of Clarion State Teachers College are directed by four dominant purposes:

1. To provide a liberal and cultural education for all its students.
2. To prepare prospective teachers in the professional requirements of their vocation.
3. To exercise educational leadership and to provide services for the improvement of public education.
4. To adapt the functions of the College to the present needs of the community-at-large with respect to pre-professional training other than teacher training (Pennsylvania State College Freshmen):

These purposes define the responsibilities of the College in serving the needs of the total College community which comprises one of the specified thirteen Pennsylvania State Teachers College Districts, within which there is no other institution of higher learning to serve either as a teacher training institution or as a cultural center for the people residing in the whole of five counties and in parts of three additional counties.

With the foregoing major purposes in mind, the College faculty considers the following four groups of objectives as necessary to the achievement of these purposes:

First: A liberal and cultural education shall be reflected in the total behavior patterns of each graduate of the College.

Evidence to such education includes skill in the correct and effective use of the English language, both oral and written.

Included also are attitudes of aesthetic appreciation, wholesome recreational practices, and evidence of healthful living and emotional stability; consequently it is important that each student develop a maturing philosophy of living which shall reflect qualities of objective thought, courage, patience, good will toward

others, and enthusiasm for one's chosen work and its social significance.

The College seeks to develop in each student an acceptance of the method of science in dealing with problems with which he may be confronted.

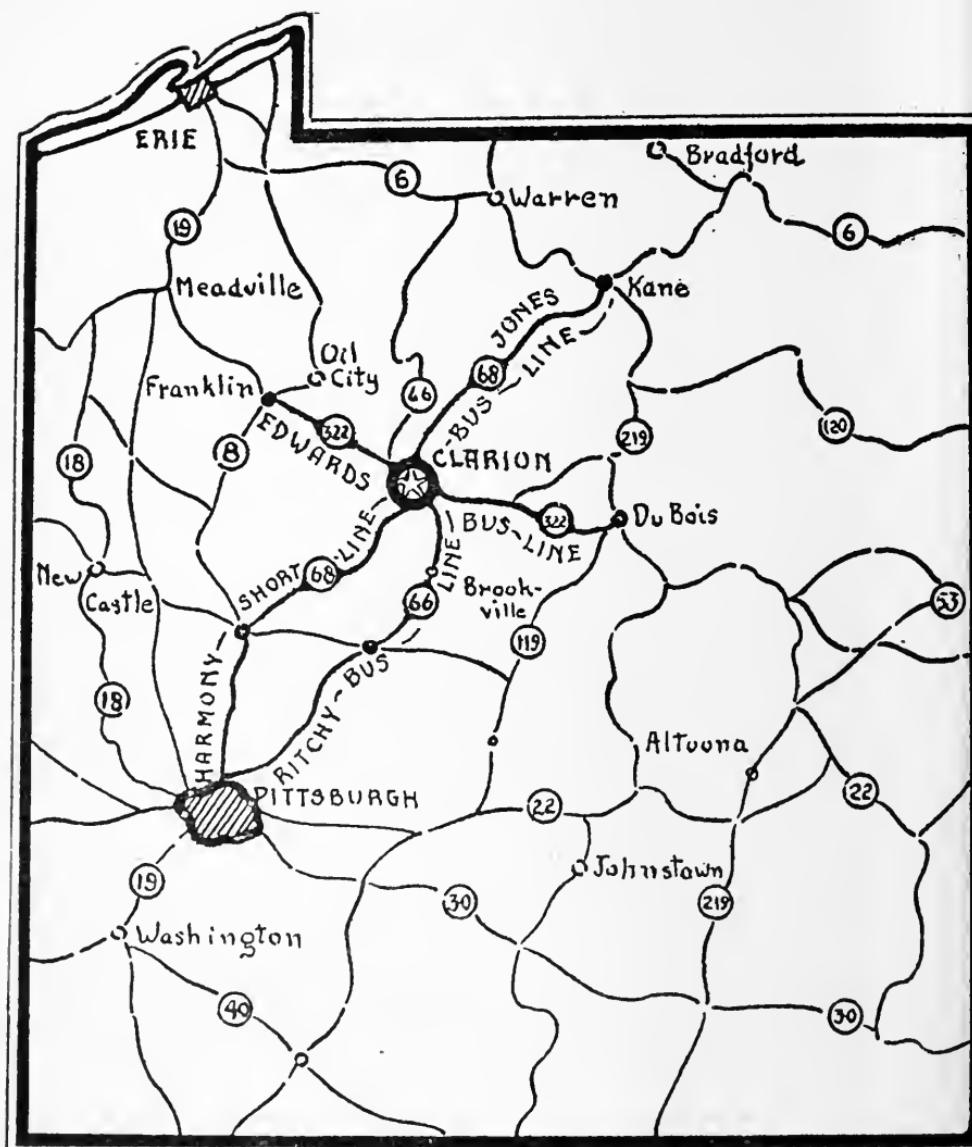
The College seeks in each graduate evidence of a broad sense of civic responsibility which is consistent with an acceptance of the basic social values of our democratic society. Such civic responsibility implies an awareness of the significant problems of our civilization and a knowledge of their historical antecedents, plus the propensity to participate in and contribute to the progressive improvement of social institutions. Sought also is evidence of each student's cooperative participation in the affairs of campus life, in the extra-curricular activities of the College program, as well as in supplementary activities sponsored by civic, social, and religious organizations of the community-at-large.

Of primary importance, and basic to the foregoing objectives, is the concern that each student should give evidence of adequate subject matter mastery in his major areas of study as well as an appreciation of the significant concepts in related areas.

**Second:** Preparation for the professional requirements of teaching shall give evidence that the College personnel services, have, so far as possible, selected for admission, students with promising teaching potentialities, and that each student has been effectively counselled in his selection of the area and level of teaching for which he is best fitted.

Each candidate for the teaching profession shall, upon completion of his study, display an understanding of the function of education as a social institution, a knowledge of educational aims, an appreciation of the problems and current issues in American education, as well as familiarity with the present status of educational practice in this country.

Adequate experience in student teaching should equip each student with a working familiarity with the following aspects of educational practice: teaching procedures in his selected teaching fields, curriculum development procedures, individual student educational diagnosis, remedial teaching practices, utilization of special interests and talents of students, administrative and supervisory practices in the public schools, extra-



curricular activities of students, and professional ethics of teachers.

As a culminating objective in professional training, the maturing student should show a desire to improve his teaching efficiency through graduate study, travel and enrichment of experience.

**Third:** The College continuously seeks practical means providing educational leadership and services to the public schools in the local area. The objectives in the realization of this purpose include introducing newer practices in teaching by means of classroom demonstrations for visiting teachers, providing speakers and consultants for public schools, as well as making available to public schools displays of library and other educational materials and the facilities of an extensive educational film loan library. Also provided is a continuous program of in-service training for practicing teachers by means of evening courses and special study. In addition, College staff members join with numerous committees of public school teachers in developing curriculum revision programs and in other efforts such as construction plans for school buildings, planning for the purchase of educational equipment and supplies.

The college considers one of its most important objectives in providing educational leadership to be that of recruiting for the profession young people; who, by considerations of personal endowment and attainment, promise to contribute most to the teaching profession.

**Fourth:** The fourth group of objectives are related to efforts of the College to adapt its functions to the present needs of the community-at-large. The pyramiding tasks of post-war college education require pre-professional and general education in greater demand than can readily be provided. Therefore, in response to the requests of the community-at-large, the College, in cooperation with other institutions of higher learning, offers pre-professional and liberal-cultural education to those of the student population who elect to finish their professional training in non-teaching vocations at other institutions. The objectives for this type of training are chiefly those of mastery of specific courses in mathematics and science. Of course, the objectives of the liberal and cultural purposes of the College apply to these special students insofar as their programs may permit.

## LOCATION

The college is situated in Clarion, Clarion County, one of the most beautiful spots among the hills of Western Pennsylvania. The town has a population of 4,000 and is one of the most attractive towns in the State. Clarion is in the trout fishing and deer hunting area of the State. Its air is clear and invigorating; its surroundings are pleasant and healthgiving. Clarion is situated upon a plateau overlooking the Clarion River. The College lies upon a slight elevation in the eastern part of the town. Clarion County lies at the junction of the coal, oil, and gas fields and is therefore surrounded by industrial areas of a very diversified character, thus facilitating study of industry without the necessity of living in it. Because of the glass sand and natural gas it is in the center of the State's glass manufacturing plants. Clays mined in the Clarion area support its pottery, tile, and fire brick industries.

## HOW TO REACH CLARION

Clarion is located on the Lakes-to-sea Highway. Thus it is connected by improved roads with Bradford, routes 219-68; Brookville, Dubois, Reynoldsville, Luthersburg, Clearfield, and Philipsburg, route 322; Butler, East Brady, and Rimersburg, route 68; Emlenton and Knox, routes 238-322; Emporium, routes 120-219-28-322; Kane, routes 68-322; Franklin and Meadville, routes 322; Johnsonburg, routes 219-28-322; Kittanning and New Bethlehem, route 66; Oil City, routes 62-157-66-322 and 257-322; Port Allegany, routes 59-6-68-322; Punxsutawney, routes 310-322; Ridgway, routes 219-28-322; Smethport, routes 6-68-322; St. Marys, routes 120-219-28-322.

Motor buses operate over the Lakes-to-Sea Highway from Cleveland via Franklin and Clarion and between Clarion, Brookville, and points to the East. Ritchey Bus Line runs two buses a day to Pittsburgh and return by way of New Bethlehem, Kittanning, Freeport, Tarentum, New Kensington and Aspinwall. Keefer Bus Line runs two buses a day to Butler by way of Sligo, Rimersburg, and East Brady. The Harmony Short Line furnishes bus transportation to and from Pittsburgh by way of Emlenton and Butler. Clarion is most easily reached from the east and west by the Lakes-to-Sea Highway (No. 322); from the north by the highways from Kane and from Ridgway, and from the south by highways from Butler, Kittanning and Punxsutawney.

## CAMPUS AND BUILDING

THE CAMPUS of the State Teachers College at Clarion occupies twenty-three acres. The grounds have been laid out with care and

furnish a beautiful setting for the eleven buildings which comprise the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, homelike appearance and provide attractive surroundings for study.

All of the buildings of the College are heated by steam, automatically controlled to keep rooms between 68 and 72 degrees, lighted by electricity and supplied with hot and cold water and all conveniences of modern living.

SEMINARY HALL is a large three-story brick building. Here are the administrative offices, postoffice, library, and classrooms.

MUSIC HALL provides a studio, practice rooms, and instruction rooms for the music department. Here also is located the Women Day Student's room. The school nurse has her office on the first floor. The president's home is on the second floor.

FOUNDERS HALL is a three-story structure providing rooms for laboratories, shops, business offices, and book store. In it are located the Physics, Chemistry, and Biology departments.

THE CHAPEL is an attractive stone building with a seating capacity of five hundred. The stage has been provided with complete stage equipment for the use of dramatic organizations.

BECHT HALL, the dormitory for young women, and one of the most up-to-date college buildings in the State, is of the modern Spanish type of architecture. On the upper floors are found accommodations for students; rooms are neatly furnished and supplied with hot and cold water. Bathrooms with shower and plunge baths are found on each floor. Two very attractive hair dressing and pressing rooms have been installed, each equipped with tile floor and plate glass mirrors. A pleasant lounge, a dining hall, a conservatory, and two social rooms are located on the ground floor. There are two guest rooms off the first floor.

EGBERT HALL is the up to date dormitory for young men. The rooms are supplied with hot and cold water. Bathrooms are found on each floor. It is of colonial architecture, contains a spacious lounge, reception rooms, and an apartment for the dean of men.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer and space for archery. Leading from the top of the hill across the athletic field is a newly constructed toboggan slide and skiing runway. There are six tennis courts on top of the hill constructed of concrete and surfaced with asphalt.

THADDEUS STEVENS DEMONSTRATION SCHOOL contains accommodations for the first six grades of the public school and a large, well equipped kindergarten. This school is used for practice teaching of college students.

The library in Thaddeus Stevens School contains an excellent collection of books for children as well as a museum in which are found many articles to be borrowed for class use.

The new A. J. DAVIS EDUCATION BUILDING facing Greenville Avenue was constructed in 1939. It is modern in design and well equipped. In it are located the Art Department, Geography Department, French Department, Health Department, Psychology Department and other classrooms of the Education Department.

THE HARVEY GYMNASIUM is a beautiful new building, adequately provided with equipment of all kinds. It has a large basketball floor, a grandstand, shower rooms, recreation rooms, and offices.

THE LIBRARY is located on the first floor of Seminary Hall. In its reading room are found reference books, over 200 current magazines and some outstanding newspapers. There are 24,000 volumes in the library and 800 to 1000 new volumes are added each year. A recreational reading room has been provided for fiction and for general reading.

The books have been carefully selected to supplement classroom instruction, to provide general and recreational reading for the student teacher. An elementary school library in the Thaddeus Stevens Training School also serves the teachers and student teachers. Individual needs of faculty and students for books not found in the college collection are supplied through inter-library loan whenever possible.

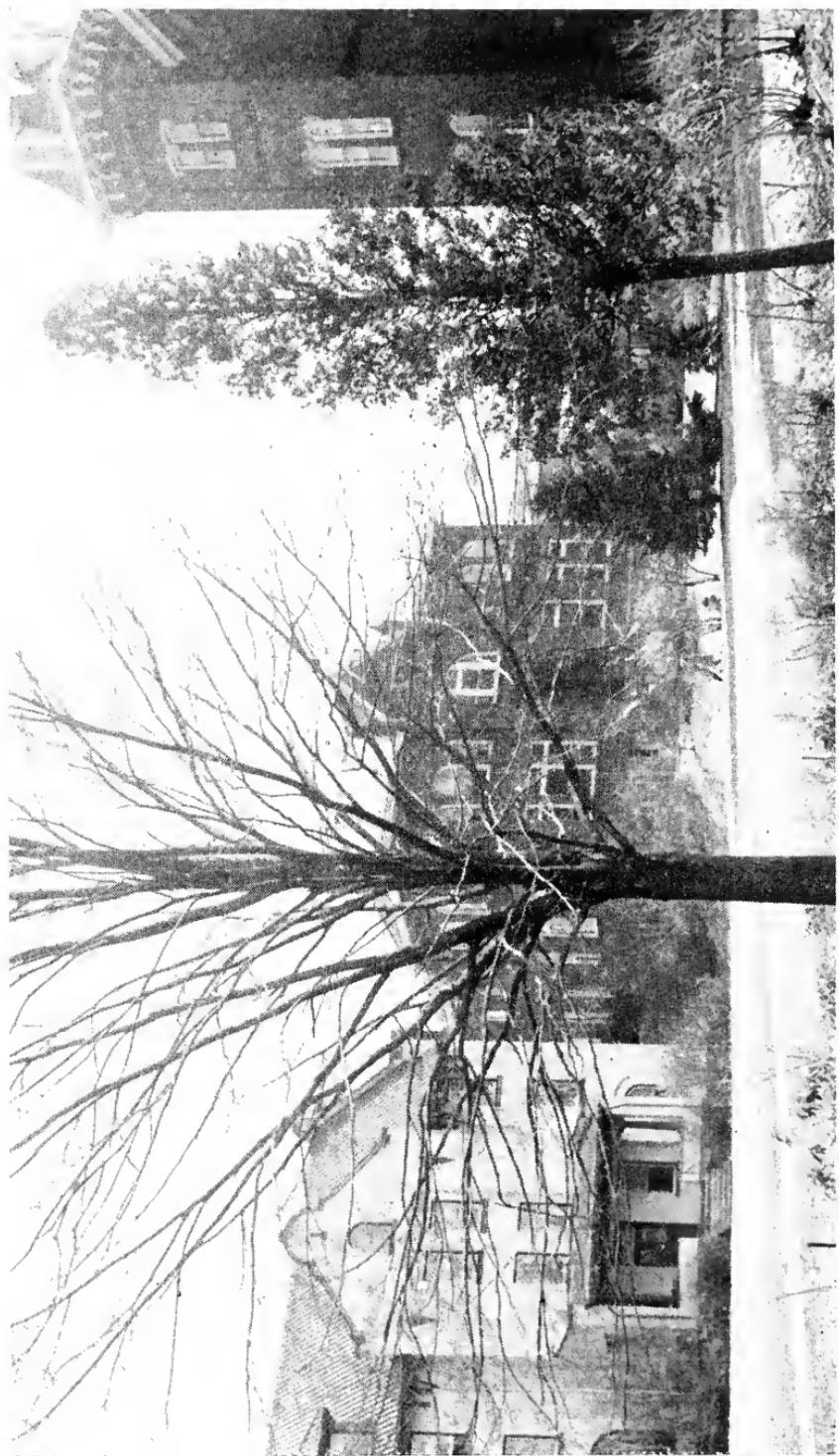
The college renders special service to rural teachers in permitting them to borrow two box libraries a year. (Each box contains forty books.)

SPEECH LABORATORY. New Laboratory equipment for use in the enlarged speech curriculum has been purchased and is installed. This equipment includes a Sound-Scriber voice recording machine of the professional type and a Western Electric 6 A Audiometer; also the multiple test Western Electric 4 A Audiometer.

SCIENCE LABORATORIES for biological and physical sciences are located on the second floor of Founders' Hall. Each is well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

THE GEOGRAPHY LABORATORY is to be found on the second floor of Davis Hall. It is well provided with maps, charts, slides, geological specimens, tables, and other appliances.

HEALTH SERVICE. The teachers of health and physical education of the College are charged with its activities in the field of health education and athletics. The Health Service at the College, attended by a registered nurse, provides dispensary care and limited infirmary service. The dispensary is well-equipped to handle emergency situations, and students who are ill enough to be con-





DINNER — First Shift

fined to bed may be cared for in the infirmary. Every student is examined each year by the College Physician when he or she enters Clarion.

## HOUSING FACILITIES

Resident students are housed in two modern and well-equiped dormitories: Egbert Hall, the new young men's dormitory, is complete with a beautifully furnished lounge in early American maple; Becht Hall, the women students' residence, has a large spacious lounge. The individual student rooms are of double and single types and each room is conveniently furnished with running water.

There are distinct advantages to dormitory life. The student enjoys the educational adventure of group living with his own contemporaries and the building of friendships with a wide group of individuals. In such an environment, the student can acquire certain important social graces and poise from a number of social situations. At the same time more careful supervision of study and rest habits result in improved scholastic standing.

### BECHT HALL FOR WOMEN

Reservations for rooms in the dormitory are made through the Dean of Women until June 1st and after that date at the office of the President of the College. At the time of reservation a \$10 deposit fee should accompany the application.

Becht Hall houses 125 women. The majority of rooms are for two students although single rooms may be secured. The College provides a bed, mattress, two blankets, a dresser, a study table, chairs, and rugs for each student. The student is expected to furnish sheets (54 inches by 99 or 63 by 99), pillow cases (36 by 45), towels, curtains, personal articles, and extra bedding. Lavatory facilities are found on each floor. The student infirmary is located on the second floor and the college nurse has daily office hours from 8 to 12 and 1 to 5. On the first floor is the college dining hall in which all resident students take their meals. More than 400 persons can be accommodated in the dining hall.

The Dean of Women is in charge of the dormitory and she along with the Becht Hall Student Council sets up the rules and regulations which govern group living. The regulations are subject to the approval of the President.

### EGBERT HALL FOR MEN

The dormitory for young men is located between Music Hall and the Harvey Gymnasium. It is supervised by the Dean of Men.

It has hot and cold running water in each room. Each room is furnished with beds, mattresses, two blankets per person, dressers, study tables, lounge chairs, straight chairs and a cabinet. The furniture is new and of a mahogany type. Each student furnishes sheets for single beds, pillow cases, towels, extra bedding, curtains, lamps, and personal effects. There are lavatories, showers, and lounge for the convenience of students.

### LIVING OUTSIDE DORMITORIES

Non-resident women students commute or live in town. Women students are not permitted to take their board and room outside the dormitory except in the homes of relatives, or unless they are doing their own housekeeping under the supervision of a house mother, or unless they are working for their room and board. In any of these cases permission must first be obtained from the President and the Dean of Women. This arrangement must be made in advance with the administration and the student may only live in homes previously approved by the College. Any change in residence during the school year must have the approval of the proper authorities before the change is made.

### COMMUTING STUDENTS' ROOMS

A large attractive room on the first floor of Music Hall is furnished for commuting women students. Comfortable wicker furniture, cots for relaxation, mirrors, book cases, tables for lunches and study, and lavatory facilities are arranged for the convenience of the student who commutes by bus or automobile from nearby communities.

In the basement of the chapel is a comfortable living and lunch room for the men students who commute. This room is furnished with chromium and leather furniture. The room is supplied with lockers for the protection of student property.

## THE SOCIAL PROGRAM

A wide variety of social activities are distributed throughout the year to give students practice in correct social convention and to give them opportunity to assist and manage their social affairs.

Among the major events of the year are: The Cook Forest Picnic, Homecoming Day, Christmas, Pan-Hellenic and interfraternity dances, and Alumni Week-end. During the year there are receptions, teas, banquets, luncheons, and special dinners. These activities usually center in the Lounge, Dining Hall, and Social Room of Becht Hall, Sorority and fraternity functions also contribute to the objectives of the social program.

The social functions are financed by the students and managed by the Social Committee, which consists of equal student and faculty representation. Persons who are not enrolled in the College are admitted to parties, dances, and other events only as guests of regular students or faculty members.

In addition to the above mentioned functions, various clubs have outings and informal parties. Students dance in the gymnasium Saturday evenings until 11:30 o'clock.

## COLLEGE ACTIVITIES NOT INCLUDED IN THE CURRICULUMS

The college ASSEMBLY PROGRAMS are held each Thursday, at which time the president of the college conducts religious exercises. A committee of the faculty and students arranges the programs. Outstanding lecturers, musicians, and entertainers appear on our platform. Some of the programs during the year are presented by student organizations to give students experience in appearing before the public. The College Players present plays, and the A Capella Choir concerts. Clubs that give programs are: Outdoor Club, Geography Club, Hostess Club, Art Club, International Relations Club, Camera Club, Association for Childhood Education, Latin Club, Library Science Department and History Department.

Attendance at Assembly is required. Students will receive one (1) quality point for each semester of required regular attendance at assembly. The following policy of penalties for absences will be followed:

Number of Absences	Grade	Quality Points
1	A	1
2	B	1
3	C	0
4	D	-.1
5	E	-.1

A record is kept of students' attendance and placed with the students' credentials for graduation.

**THE NEWMAN CLUB.** A coeducational organization which provides for the spiritual and cultural heritage of Catholic students.

**THE YOUNG WOMEN'S AND YOUNG MEN'S CHRISTIAN ASSOCIATIONS** hold weekly meetings on Wednesday evening. The students plan and conduct their own meetings. Each semester the associations hold a joint reception for new students.

**IN THE SUNDAY SCHOOLS**, connected with the various churches in Clarion, classes have been formed especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the churches so selected at least once each Sunday.

A dean of women and a dean of men devote time to student interests and social life. The students are surrounded by influences to make life happy, cultured, and worthwhile. (A conscious effort is made to have as few rules and restrictions as are consistent with the welfare of a large group living together.)

This plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the best interests of all.

**THE ART CLUB** is an extra-curricular organization maintained for the purpose of benefiting those students who are particularly interested in some phase of art activity and to contribute what it can to the art of the community and college. Its program varies from year to year but sponsoring moving pictures on art subjects and bringing exhibitions of artistic merit to the College have been among its activities. When the Club is so inclined a trip to Pittsburgh is taken to visit the Carnegie Galleries and other buildings of interest. The Club tries to aid other organizations in the College, through the making of posters, lettering of certificates, and assisting with dance decorations. The Art and Press Club banquet is a colorful event in which both Clubs join.

**ATHLETICS FOR WOMEN.** Provision is made for participation of all women students in many forms of athletics. Speedball, hockey, soccer, volley ball, basketball, baseball, tennis, archery, golf, hiking, and other sports are available for students. Minor activities in handball, badminton, shuffleboard and ping pong are likewise conducted.

Intramural competition for women is sponsored by the Women's Athletic Council which is an organization composed of women who

have attained eligibility through a sport's point system. The intramural program furnishes an opportunity for those with officiating as well as playing abilities. Coaching advantages offered in this way have helped some girls with summer camp problems in the techniques of directing sports.

Development of desirable traits in sportsmanship, leadership and ability to work and play with others is promoted at all times. Personal skills and efforts toward their improvements by individuals are likewise encouraged through class and intramural participation. The purpose of the program is to make it functional in the life of the individual in school and after graduation.

**ATHLETICS FOR MEN.** In addition to the required courses in physical education, men may receive extra-curricular credit for participation in intercollegiate athletics and in intramural athletics. Clarion plays other colleges in football, basketball, baseball, tennis, and sometimes maintains teams in track and wrestling. The men participate on intramural teams in touch football, basketball, baseball, soccer, volley ball, badminton, table tennis, handball, and horseshoes. There are also available for exercise such facilities as skiing, tobogganing, archery, shuffleboard, and hiking.

The College has six allweather concrete tennis courts on the campus and a good athletic field that provides for intercollegiate football, baseball, track, and field games. This is a four-acre tract located southwest of the main campus, conveniently near the gymnasium and easily accessible to the public who attend our intercollegiate events.

Through physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports.

**VARSITY CLUB.** The Varsity Club is made up of men of the College who have earned the "C" in some one of the intercollegiate sports.

**MEN'S ATHLETIC COUNCIL.** The intercollegiate athletic program of the College is managed by the Athletic Council working in conjunction with the President. The Council consists of the Director of Physical Education and two other faculty members appointed by the President of the College, one member from the Student Senate appointed by the Student Senate, and one student member elected by the Varsity Club.

**DRAMATICS.** The campus dramatic organization is known as the College Players. Opportunities for gaining experience in the various phases of play production are afforded through the regularly scheduled club programs and through public productions. By means of dis-

cussion and demonstration, members gain a working knowledge of the principles of stage lighting, costuming, make up, acting, and directing. Membership in the organization is determined by competitive try-outs open to all.

THE GEOGRAPHY CLUB offers students an opportunity to study phases of geography that are of greatest interest. Student members assume all responsibility of the club organization and plan all programs for the interest of the group. Every member is given an opportunity to make some contribution to the success of the club. Planned field trips afford observation of activities in the natural geographic setting.

HOSTESS CLUB. To provide an opportunity for women students who are interested in correct social usage and entertaining socially to learn about the subjects in which they are especially interested, the Hostess Club was organized. The discussions at the meetings which are led by students or outside talent have centered about etiquette for dates, conduct at teas, introductions, flower arrangement, how to make friends, conversation, personal appearance, and such entertaining problems as correct silver, glassware, and china. Additional activities of the club have been taking social usage tests, putting on programs on correct form, planning and preparing a luncheon.

THE INTERNATIONAL RELATIONS CLUB, sponsored by Pi Gamma Mu, the national social science fraternity, has a definite objective: namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of society and social problems. It is here that all social questions may be discussed openly and freely.

MUSIC ORGANIZATIONS. Musical organizations are A Cappella Choir, Band, Girls' Ensemble, and Men's Quartet. Students have an opportunity to continue their previous training in singing the best type of music available. The students in the A Cappella Choir make a number of trips to sing at high schools and churches each year.

ASSOCIATION FOR CHILDHOOD EDUCATION is a national organization whose purpose is to gather and disseminate knowledge of the movement for the education of young children, to promote the progressive type of education in kindergarten and primary grades, and to raise the standard of the professional training for teachers in this field. Teachers of kindergarten and primary grades, and administrators and students interested in the problems of early childhood education are eligible for membership.

OUTDOOR CLUB. Activities: Nature hikes, camping, marksmanship, swimming, boating, fishing, bicycle riding, athletic games, skating, tobogganing, archery, horseshoe pitching, lawn bowling.

THE CAMERA CLUB is planned to give students formerly interested in photography an opportunity to continue their hobby and to furnish a new hobby for those students who have recently become interested in the study of photography.

PANHELLENIC COUNCIL. This is a group of two representatives from each of the five sororities on the campus. Each year this group sponsors a tea, a dinner, and a dance.

SORORITIES. There are five sororities on the campus. The Delta Sigma Epsilon and Sigma Sigma Sigma are national sororities. The local Sororities are Lambda Chi Delta, Sigma Delta Phi, and Theta Alpha Lambda.

FRATERNITIES. There are three fraternities on the campus. They are the Alpha Phi Alpha, the Alpha Gamma Phi, and the Sigma Tau Gamma.

THE PRESS CLUB has the publication of the college paper, "The Clarion Call," as its main objective. It aims also to give the prospective teachers training they will need later in directing school publications. In the programs presented at Press Club meetings various types of newspaper articles are discussed, and illustrations of the best are read. The papers from other colleges are studied and through comparisons and constructive criticisms the students attempt to improve the quality of their own College paper. A trip is made each year either to Pittsburgh or the local printing office to learn how a newspaper is published.

THE "SEQUELLE," the college annual, is another publication that aims to portray the student activities on the campus. It is published by a staff of representative seniors who have evidenced an interest in journalism. Special features of this book are the records and pictures of clubs, sports, and activities which contribute an important part of the students' social and intellectual training.

THE PURPOSE OF THE STUDENT ACTIVITIES is self-development. The responsibility for their success rests on the shoulders of the students. The meeting of the club is one period in length for which provision is made on the regular daily schedule. Some clubs meet every week; others meet every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities. Students are required to participate in one extra-curricular activity during the year.

## THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer session, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to secure credits toward a degree in education, or for permanent certification.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer. The mountain location provides a pleasant summer climate.

The regular Summer Session of 1949 will open on June 27 and close on August 5. The pre-summer session will be three weeks from June 6 to June 24. The post-session extends three weeks from August 8 to August 26.

## ACCELERATED PROGRAM

**Students who take three summer terms of twelve weeks each, finish the four-year course in three years.**

## NIGHT CLASSES

Thursday night classes are organized each semester for the convenience of the teachers of this area. The courses offered depend upon the demands of teachers in service and others interested. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits.

## FILM LIBRARY

By placing one 16 millimeter moving picture film in the college film library a high school or other organization can use one film every two weeks throughout the school year. Sound films and silent films are now in circulation.

## PLACEMENT SERVICE

The placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, Pennsylvania, thus offering additional facilities for the placement of students and graduates in positions.

The Placement Service assists school officials to secure competent teachers, and aids teachers to secure suitable positions in the field of service for which their field of training best fits them.

The Placement Service is in charge of Mr. Richard C. Skinner and Mr. Stanley W. Lore. This is also a part of the work of the President of the College.

The estimate of the College concerning the scholarship and teaching skill, conduct and general demeanor of students is often sought by school officials.

Students after graduation are urged to keep up their contacts with the College, in order that their Alma Mater may render further service, not only in helping them to secure better positions but to assist them to improve in their present positions.

## STUDENT ACTIVITY FEE

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by Clarion Students' Association. This fee, amounting to \$12.50 each semester, will cover the cost of student activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the summer session is \$2.00. Check for this amount must be drawn to the Clarion Students' Association, not to the Commonwealth of Pennsylvania.

## REGULATIONS REGARDING CHARGES AT THE STATE TEACHERS COLLEGES

*(All fees are subject to change)*

At a meeting of the Board of Presidents of the fourteen State Teachers Colleges of Pennsylvania it was recommended that the charges of the State Teachers Colleges of the Commonwealth be uniform. This recommendation was subsequently approved by the several Boards of Trustees and the Superintendent of Public Instruction.

The regulations regarding the charges are as follows:

1. A Contingent Fee, amounting to ninety dollars for the regular year of thirty-six weeks or forty-five dollars for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, students welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

The charge shall be \$7.50 for each semester hour of off-campus instruction. The same regulation applies to students carrying six or fewer semester hours on the campus during a semester.

The Contingent Fee for the summer session is \$7.50 per semester hour. A minimum contingent fee of \$22.50 is charged for the summer term.

2. For Board, furnished room, heat, light, and limited laundry the charge shall be ninety dollars during each half semester. At the discretion of the president of the college, an additional thirty-six dollars may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session. No reduction shall be allowed for laundry done at home, nor for absence a few days from the college.
3. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the damage.
4. An additional charge of one dollar shall be made for each day beyond three days in the regular college infirmary. This charge is not to cover special nursing and medical service.

There shall be a charge of two dollars a day to day-students admitted to the regular college infirmary under the regulations of the college, to cover board, and the nursing.

5. Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$7.50 per semester hour. If such students are enrolled in a special curriculum, they shall pay the special fees in addition to the fee of \$7.50 per semester hour.
6. There shall be a charge of \$5.00 to a graduate from a four-year curriculum to cover the cost of executing his diploma.
7. A deposit of \$10.00 shall be made by prospective dormitory students when they request advance room reservations. It will be deposited with the Revenue Department to the credit of the student's Contingent Fee, unless three weeks prior to the opening of the term or semester the student has notified the college authorities of his inability to enter, in which case it will be repaid to him. If notice is not thus given, the deposit cannot be returned. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

8. No student shall be allowed to enroll, graduate, or receive transcript of record against whom there are any previous charges.
9. According to the regulations of the Revenue Department, all charges shall be paid in advance.
10. One copy of a transcript of credits earned at the State Teachers College at Clarion will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution.
11. *Late Registration Fee.* Effective September 1, 1939, each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regulation, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured from the President because of illness or any other unavoidable causes. The same regulation shall apply to inter-semester payments. Registration is not complete until all fees are paid.

## REGULATIONS REGARDING REPAYMENTS

Upon the recommendation of the Board of Presidents of the State Teachers Colleges of the Commonwealth, and approved by the Superintendent of Public Instruction and the Boards of Trustees of the State Teachers Colleges, the following regulations regarding repayment of funds were adopted:

1. Repayment of funds shall not be allowed for temporary or indefinite suspension or dismissal, nor for voluntary withdrawal from college except as provided for below.
2. There shall be no repayment for any part of the Student Activity Fee for any cause whatsoever.
3. Repayment of funds shall be allowed for personal illness, certified to by an attending physician, and for such other reasons as may be approved by the Board of Trustees. In such cases the repayment shall be the amount chargeable for that part of the semester which the student does not spend in college.
4. Refunds will not be made unless the student quits school.

## SUMMARY OF FEES

*(All fees are subject to change)*

## COST FOR STUDENTS LIVING AT THE COLLEGE

*First Semester*

Amount due September 8:

Activity Fee . . . . .	\$12.50
Contingent Fee . . . . .	22.50
Room, Board, and Laundry . . . . .	90.00
Total due September 8 . . . . .	\$125.00

Amount due November 8:

Contingent Fee . . . . .	\$22.50
Room, Board, and Laundry . . . . .	90.00
Total due November 8 . . . . .	\$112.50
Total — First Semester . . . . .	\$237.50

*Second Semester*

Amount due January 19:

Activity Fee . . . . .	\$12.50
Contingent Fee . . . . .	22.50
Room, Board, and Laundry . . . . .	90.00
Total due January 19 . . . . .	\$125.00

Amount due March 21:

Contingent Fee . . . . .	\$22.50
Room, Board, and Laundry . . . . .	90.00
Total due March 21 . . . . .	\$112.50
Total — Second Semester . . . . .	\$237.50
<b>TOTAL FOR YEAR . . . . .</b>	<b>\$475.00</b>

## COST FOR STUDENTS NOT LIVING AT THE COLLEGE

*First Semester*

Amount due September 8:

Activity Fee.....	\$12.50
Contingent Fee.....	22.50
Total due September 8.....	\$35.00

Amount due November 8:

Contingent Fee.....	\$22.50
Total — First Semester.....	\$57.50

*Second Semester*

Amount due January 19:

Activity Fee.....	\$12.50
Contingent Fee.....	22.50
Total due January 19.....	\$35.00

Amount due March 21:

Contingent Fee.....	\$22.50
Total — Second Semester.....	\$57.50
<b>TOTAL FOR YEAR.....</b>	<b>\$115.00</b>

A student's books for a year cost between \$20 and \$40, depending on the courses he takes.

## SUMMER TERM COSTS

The Contingent Fee is \$7.50 for each semester hour of credit. (A minimum contingent fee of \$22.50 is charged for the summer term.)

Pre-session ..... \$30.00 for board, room and limited laundry  
Regular session..... 60.00 for board, room and limited laundry  
Post session..... 30.00 for board, room and limited laundry

There is an activity fee of \$2.00 for the regular session.

## LIBRARY SCIENCE FEE

Students taking the library science course will pay a special fee of \$18 per year during their junior and senior years (these are the years in which library science courses are offered), and \$3 for the summer session.

**BOARD AND ROOM.** The dining room for both men and women boarding students is located in Becht Hall. The kitchen and bakery are provided with the most modern equipment and are kept in excellent condition. A competent corps of trained and experienced persons provide the best quality of food, well-cooked, properly seasoned, and served attractively.

**UNIFORMS FOR PHYSICAL EDUCATION CLASS.** The College requires a regulation uniform for all women taking physical education. These suits are purchased only at the College book store by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

**NOTICE OF WITHDRAWAL.** Students leaving college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

**GUESTS.** Arrangements for room guests at Becht Hall and Egbert Hall must be approved by the Dean of Women or the Dean of Men, respectively. Guest rate, 50 cents per night.

Guest rates in the College dining room, payable to the dietitian are as follows: breakfast, 45 cents; luncheon, 55 cents; dinner 75 cents.

**HELP FOR WORTHY STUDENTS.** The College desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of merit. At the present time we have some places for table waiters. We pay 40c per hour. Students wishing this work should sign up for it at the time they send in their application blanks so as to be assured of a position when they arrive.

**STATE SCHOLARSHIPS.** Holders of the State Scholarship may attend Clarion. These scholarships are obtained by taking examinations under county superintendents each winter.

**FUNDS FOR WORTHY STUDENTS.** The Alumni Association is sponsoring a permanent fund to be known as the Clarion State Teachers College Student Loan Fund. It has empowered the Citizens Trust Company, of Clarion, to place this fund on interest and to make loans out of it according to recommendations by a board of trustees, consisting of the Chairman of the Board of Trustees, the

President of the College, some other member of the faculty, and two alumni of the College. The committee has passed the following regulations: No more than one hundred fifty dollars shall be loaned to any student during the four years. Interest shall be 4% from the date of graduation or from the date the student leaves school. Students obtaining loans must have a property owner endorse their notes. To borrow from this fund a student must have a scholastic average of at least "C."

**THE LOAN FUND OF THE CLARION COUNTY CHAPTER OF THE D.A.R.** The Clarion County Chapter of the D.A.R. has established a loan fund, amounting now to \$1000.00, to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

**THE LORENA GIVEN MEMORIAL FUND.** In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

**THE J. GEORGE BECHT MEMORIAL LOAN FUND.** In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

**THE 1913 CLASS LOAN FUND.** The class of 1913 established in 1928 a loan fund of \$205.35, to be administered in the same way as the Alumni Loan Fund.

**THE CLARION WOMAN'S CLUB LOAN FUND.** The Clarion Woman's Club has established a loan fund, amounting at present to one hundred dollars, to be loaned to deserving students.

**A. J. DAVIS LOAN FUND.** The Pittsburgh Alumni administer a loan fund for students from the city of Pittsburgh. Students desiring to borrow from this fund should contact Mrs. Dean Conner, 212 Adeline Street, Mt. Lebanon, Pennsylvania

**THE LAMBDA CHI DELTA LOAN FUND.** The Lambda Chi Delta sorority has established a loan fund, amounting to seventy-five dollars, to be loaned to students of the College.

**THE PAN HELLENIC LOAN FUND.** This fund, amounting at present to \$100.00, is available to junior or senior women of high scholastic ability.

## REQUIREMENTS FOR ADMISSION

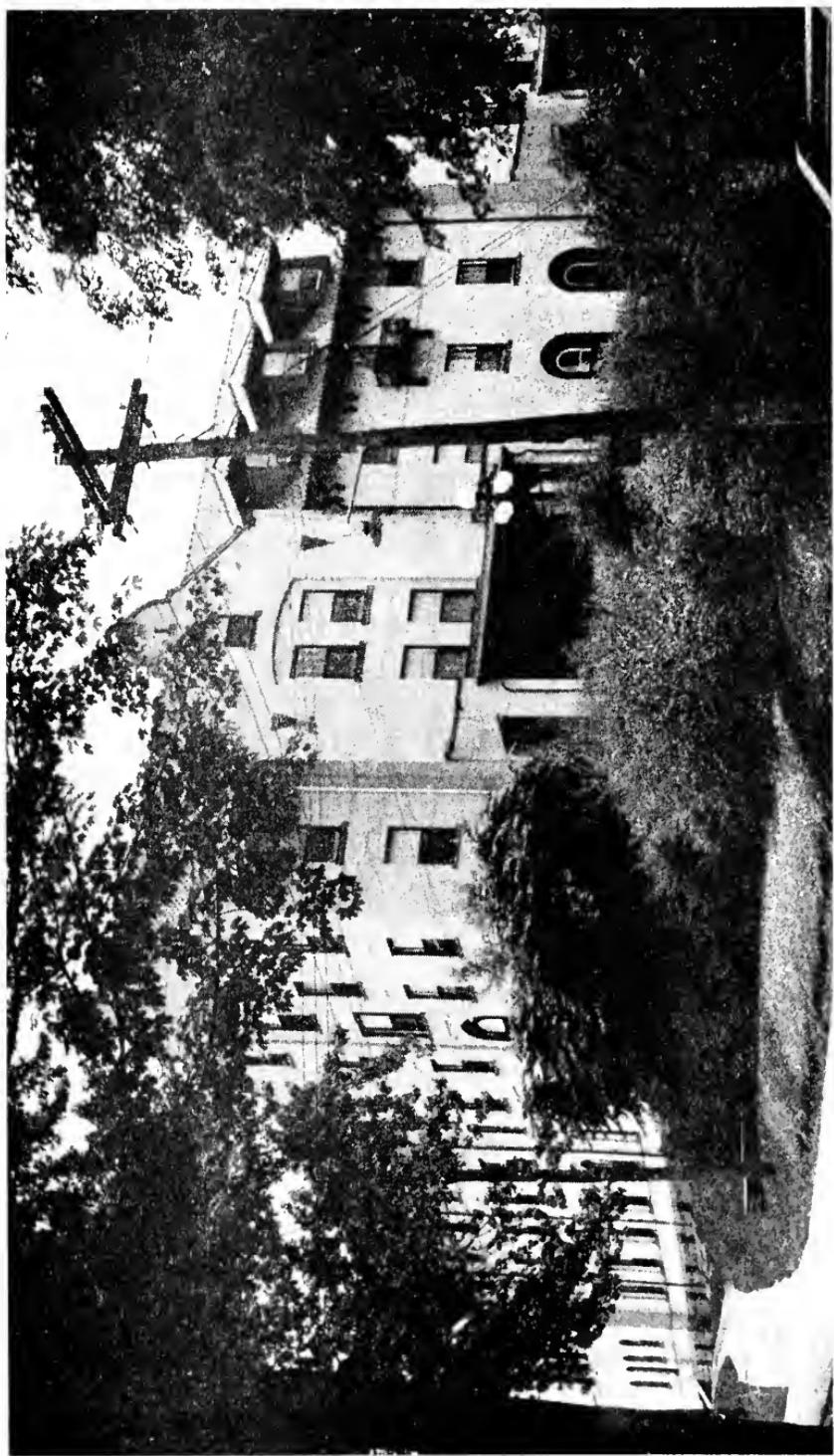
In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges:

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. English Fundamentals and Psychological Tests
5. A Personal Interview.

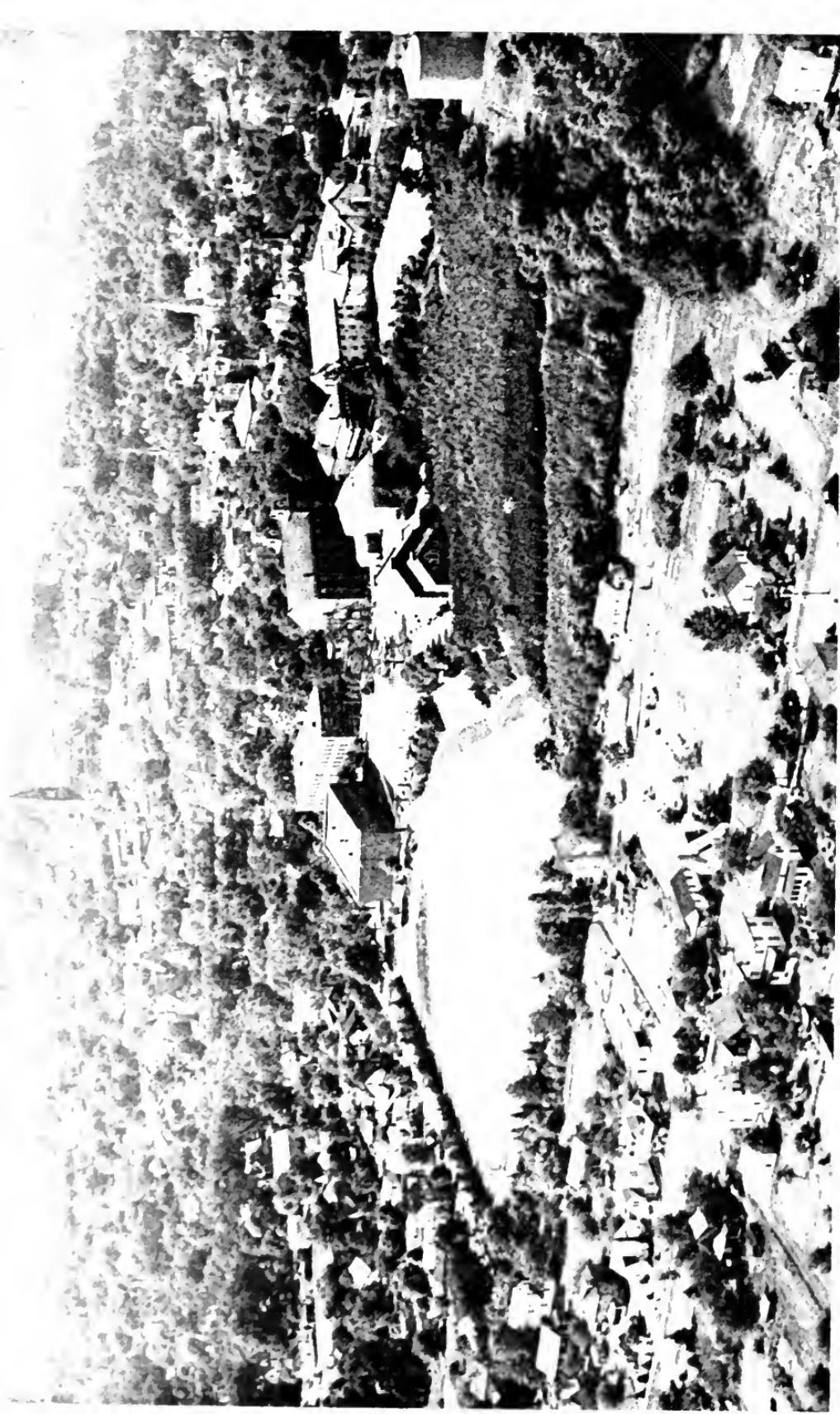
Candidates for admission must satisfy these five general requirements in detail as outlined below.

1. General scholarship as evidenced by (graduation from an approved four-year high school) *the completion of the work of the 10th, 11th and 12th grades of an approved secondary school or* institution of equivalent grade, or equivalent (preparation) education as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduation class in secondary (high) school will be admitted on certificate without further evidence of general scholarship.
- b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation, provided:
  - (1) They are recommended by their (high school) secondary school principal as being able to do creditable college work, and
  - (2) Appraisal of the detailed (high school) secondary school record indicates to admission authorities of the college that the candidates can do satisfactory college work. Whenever available candidates are urged to present to the admission authorities cumulative records of (high school) secondary school work such as were used by the Carnegie Foundation in the Pennsylvania Study, and



BECHT HALL — WOMEN'S DORMITORY



(3) A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college. Applicants satisfactorily meeting the requirements (1), (2), and (3) above will be admitted on probation. Such students may be required to withdraw from the college unless they meet the required standard of scholarship in at least (9) semester hours of work.

Students engaging in drinking, gambling or the willful destruction of property will be dismissed.

Students living away from home are not permitted to keep automobiles at the college. Exception is made for veterans.

Foreign languages, ancient or modern, are not required for entrance. Students may enter from the following departments of accredited high schools: Commercial, vocational, agricultural, college preparatory, home economics, and general. The grades students have made in high school are more important than the subjects they have selected.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

a. The estimate of the secondary school official will be recorded by a check margin in the appropriate column of a three point rating scale as follows: Low    Middle    High

Trustworthiness

Initiative

Industry

Social Adaptability

Personal Appearance

Sympathy

b. This will be included as part of the (high school) secondary school record blank.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition towards ill health as determined by a medical examination.

- a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This physical examination will be checked by the examining physician at the college.
- b. Applicants may be rejected for the following reasons:
  - (1) Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system, including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid.
  - (2) Defective vision of marked degree.
  - (3) Permanently impaired hearing.
  - (4) Marked speech defects.
  - (5) Unsightly deformities.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of those defects. A complete medical examination is also made at the college for all students at the beginning of each year in accordance with a requirement of the Association of Colleges for Teacher Education.

4. Normal intelligence and satisfactory command of English as shown by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A Personal interview with particular attention to personality, speech habits, social presence, expressed interest of the applicant and a promise of professional development.

- a. The personal interview is to serve two purposes:
  - (1) It is to give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
  - (2) It is to take an inventory of the personal characteristics of the applicants who are admitted, making this inventory available to instructors and officers concerned with personnel work in the college.

## ADMISSION OF FRESHMEN IN SEPTEMBER, 1949

Applicants for admission to the freshman class in 1949, should read and observe carefully the following procedure:

1. Come or send to the General Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personal record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Bring or send the application and personal record and the medical examination record to the College before the date of the examinations. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Have a personal interview with an official of the College. The General Office of the College is open between the hours of 8:00 A.M. and 5:00 P.M. every day except Saturday, when the hours are from 8:00 A.M. to 12:00 M. At the time of the interview, students who expect to live in the dormitories should make arrangements for rooms with the Dean of Women or the Dean of Men.

**EXTRA-CURRICULAR ACTIVITIES.** All students are required to take part in one extra-curricular activity during the year.

**QUARTERLY REPORTS.** For the purpose of reporting the progress of students, each semester is divided into halves. At the end of the first nine weeks, each teacher submits to the Registrar a report for each student doing unsatisfactory work in his classes. These reports are sent to the students. At the end of the semester a permanent report is recorded for each student, a copy of which is sent to the student and parents or guardians.

## GRADING SYSTEM

A indicates superior attainment.

B indicates attainment above the average.

C indicates average attainment.

D indicates attainment below average.

E indicates failure.

Inc indicates incomplete work.

W indicates withdrawal from a course.

Inc (incomplete) is not used unless a student has been in attendance throughout a semester or session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

All incomplete grades must be removed by the end of the following semester or they become failures.

### SCHOLARSHIP REQUIREMENTS

Students whose failures in any semester or year amount to six or more semester hours shall not take all the regular work of the following semester or year. It is recommended that such students attend summer session to make up deficiencies.

Students shall not do student teaching unless they have passed in English I and English II, nor shall students whose recorded or reported failures amount to six or more semester hours do such teaching. No student shall do student teaching unless he has a "C" average (This applies to all grades earned after June 1, 1948.)

Effective June 1, 1948 the quality point system will be used for all grades made after that date. Grades previous to that date will stand as they are.

Quality points will be assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D, no quality points, E,-1.

To qualify for graduation, a student must have a "C" average (This applies to all grades earned after June 1, 1948.)

## ADVANCED STANDING

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Students transferring from other institutions will not be accepted without certificates of honorable dismissal. Such students are required to have an interview with an official of the college prior to the opening of the semester in which they wish to enter.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted. Passing grades of "D" in other institutions will not be accepted.

Students may not obtain a certificate or degree without a minimum residence of one year (thirty semester hours) in this College.

Teachers in service may complete in extension courses not more than 25% of the courses required for a degree.

Students who are not graduates of a four-year high school, first class, must have their credits evaluated by the State Department of Public Instruction, Harrisburg, Pennsylvania. Students who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted not more than 64 semester hours of credit toward a degree for their normal school work.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

## STUDENT TEACHING CREDIT FOR TEACHERS IN SERVICE

Experienced teachers with three or more years of experience in teaching, who become candidates for a degree and who hold certifi-

cates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:

- (a) Earn the number of hours required in actual student teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester under approved supervision. In such cases, the candidate must be regularly registered in the institution, and may not earn more than a total of six semester hours credit in a single semester for all courses pursued, or
- (c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

## EVALUATION OF CREDITS

Evaluation of the credits of students are considered valid only for the year in which distributions are made (year in which credits are earned). This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Teachers Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiry, *other than at registration periods*, at the General Office.

## CERTIFICATION

The *Provisional College Certificate* is issued to applicants who complete any one of the approved four-year curriculums.

The *Permanent College Certificate* requires three years of successful teaching experience on the Provisional College Certificate in the public schools of the Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate.

*Visual Education Requirement*—Holders of temporary certificates of standard grade (normal school certificates, temporary standard certificates, and provisional college certificates) issued on and after September 1, 1935, shall have completed a course in visual aids and sensory techniques to qualify for permanent certification. One or more semester hours of credit in the course are satisfactory. This is in addition to meeting the experience requirements.

*History Requirement*—Subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania. Subsequent to September 1, 1944, all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

A college certificate for teaching in the elementary field may be validated for the teaching of secondary school subjects by the addition of twelve semester hours of professional work applicable to the secondary subjects, six of which must be student teaching. In addition credits as specified in the lists of majors in the secondary field must be presented for each field in which certification is desired.

A college certificate for the teaching of Secondary school subjects may be validated for the teaching of the elementary subjects on the completion of thirty semester hours of preparation in elementary education, including six semester hours of student teaching with pupils of an elementary grade level. The courses to be completed for this extension shall be chosen from the following list:

Teaching of Reading	Educational Measurements for Elementary Teachers
Art in the Elementary School	The Elementary School Curriculum
Speech Correction	Teaching of Elementary Social Studies
Child Psychology	Teaching of English
Elementary School Methods	Teaching of Elementary Science (Nature Study)
Teaching of Geography	Principles of Elementary Education.
Civic Education	
Children's Literature and Story Telling	
Teaching of Arithmetic	
Music in the Elementary School	
Health or Physical Ed. in the Elementary School	

No teacher will be certified who has not completed a professional course or courses in Health, Art, and Music.

## CERTIFICATION REGULATIONS FOR TEACHERS OF:

## I AERONAUTICS

## 1. AERONAUTICS EDUCATION

- a. Where a teacher holds a valid certificate to teach mathematics, or science or physical science, such certificate shall be valid to teach aeronautics if, in the judgment of the local superintendent, the teacher has demonstrated competence to teach this subject.
- b. Where a teacher is certified in secondary subjects other than mathematics or science, or physical science, and demonstrates to the local superintendent competence to teach aeronautics, such teacher may be certified for this subject on the basis of a statement of this fact by the local superintendent to the Superintendent of Public Instruction.

## CURRICULA

Clarion offers the following curricula:

- I. A FOUR-YEAR CURRICULUM IN LIBRARY SCIENCE EDUCATION leading to the degree of Bachelor of Science in Education.
- II. A FOUR-YEAR CURRICULUM IN ELEMENTARY EDUCATION leading to the degree of Bachelor of Science in Education.
  - 1. Kindergarten-Primary
  - 2. Intermediate
  - 3. Rural
- III. A FOUR-YEAR CURRICULUM IN SECONDARY EDUCATION designed to prepare for teaching in Junior and Senior high schools and leading to the degree of Bachelor of Science in Education.
- IV. A major field to prepare for the teaching of Aeronautics in secondary schools has recently been added to the curriculum.
- V. The first two years of all curriculums are similar to the first two years in most colleges and enables students expecting to transfer to do two years of college work at Clarion.

**BASIC TWO YEARS OF THE CURRICULUM**

(The sequence of courses is subject to change  
for administrative reasons)

**FIRST SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
English I, including Library Science . . . . .	4	3
Fundamentals of Speech . . . . .	3	3
Biological Science I . . . . .	4	3
Health and Physical Education I . . . . .	3	1
Place and Purpose of Education in the Social Order . . . . .	3	3
Appreciation of Music . . . . .	3	2
Orientation . . . . .	1	0
<b>Total . . . . .</b>	<b>21</b>	<b>15</b>

**SECOND SEMESTER**

English II . . . . .	3	3
Principles of Geography . . . . .	3	3
Biological Science II . . . . .	4	3
Health and Physical Education II . . . . .	3	1
History of Civilization . . . . .	4	4
Appreciation of Art . . . . .	3	2
<b>Total . . . . .</b>	<b>20</b>	<b>16</b>

**THIRD SEMESTER**

English Literature . . . . .	3	3
Economic Geography . . . . .	3	3
General Psychology . . . . .	3	3
Physical Science I . . . . .	4	3
Health and Physical Education III . . . . .	3	1
Elective . . . . .	3	3
<b>Total . . . . .</b>	<b>19</b>	<b>16</b>

**FOURTH SEMESTER**

American Literature . . . . .	3	3
Principles of Sociology, or Principles of Economics . . . . .	3	3
Educational Psychology . . . . .	3	3
Physical Science II . . . . .	4	3
Health and Physical Education IV . . . . .	3	1
Electives . . . . .	4	4
<b>Total . . . . .</b>	<b>20</b>	<b>17</b>

NOTES: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) Students who wish to major in science should begin their science work in the freshman year.

(3) Students who wish to major in Latin or mathematics should begin work in these fields in the freshman year. Students who wish to minor in Latin or mathematics need not begin work in these fields until the sophomore year.

(4) The electives shall be selected with reference to the field of service for which the prospective teacher is preparing.

### LAST TWO YEARS OF THE ELEMENTARY CURRICULUM

(The sequence of courses is subject to change for administrative reasons)

#### FIFTH SEMESTER

	Clock Hours	Semester Hours
United States History before 1865 . . . . .	3	3
Teaching of Reading . . . . .	3	3
Music I* . . . . .	4	2
Art I* . . . . .	4	2
Curriculum in Arithmetic . . . . .	2	2
School Law . . . . .	1	1
Health and Physical Education V . . . . .	3	1
Elective . . . . .	2	2
<b>Total . . . . .</b>	<b>22</b>	<b>16</b>

#### SIXTH SEMESTER

History of Pennsylvania . . . . .	2	2
Teaching of English, including Handwriting . . . . .	4	3
Music II . . . . .	3	2
Art II . . . . .	3	2
United States History since 1865 . . . . .	3	3
Health and Physical Education VI . . . . .	3	1
Elective . . . . .	3	3
<b>Total . . . . .</b>	<b>21</b>	<b>16</b>

\* Satisfactory scores in qualifying tests necessary; otherwise a preparatory no-credit course is required.

## SEVENTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements.....	2	2
Curriculum in Elementary Science.....	4	3
Visual Education.....	2	1
Children's Literature and Story Telling.....	3	3
Evolution of the American Public School.....	2	2
Ethics .....	3	3
American Government—Federal, State, and Local..	3	3
—	—	—
Total .....	19	17

## EIGHTH SEMESTER

Student Teaching and Conferences.....	18	12
Curriculum Materials, Selection and Adaptation...	4	3
Senior Orientation.....	1	0
—	—	—
Total .....	23	15

## SPECIALIZATION AND ELECTIVES FOR ELEMENTARY CURRICULUM

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired:

1. *Early Childhood Education*

Early Childhood Education.....	3	3
*Student Teaching in grades below fourth.....	18	12
Curriculum Materials—Selection and Adaptation for Early Childhood Grades.....	4	3

2. *Intermediate Education*

Teaching of American History and Government	3	3
*Student Teaching in intermediate grades.....	18	12
Curriculum Materials—Selection and Adaptation for intermediate grades.....	4	3

		Clock Hours	Semester Hours
3. <i>Rural Education</i>			
Rural School Problems.....	3	3	
**Student Teaching under rural school conditions 18	12		
Curriculum Materials—Selection and Adaptation to rural or in grades 1-6 or 1-8 under conditions approximating those in rural schools .....	4	3	

\*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

\*\*Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

4. *Electives may be chosen from the following:*

Child Adjustment.....	3	3
Child Psychology.....	3	3
Diagnostic and Remedial Instruction in Reading .....	3	3
Education for Family Living.....	3	3
Mental Hygiene.....	3	3
Safety Education .....	2	2
School Finance .....	1	1
Teaching of Arithmetic .....	3	3
Red Cross First Aid Standard Course and Advanced Course .....	2	2
Red Cross Home Nursing .....	3	1
Clinical Psychology .....	Variable	Credit
Workshop .....	0	3

and courses in academic and special curriculums (library science) approved at the college in which the student is registered: provided that to achieve a breadth of background not more than six (6) semester hours may be selected from any courses listed above, and not more than six (6) semester hours may be selected from any one academic or special curriculum except Speech including Dramatics.

**FOUR YEAR SECONDARY CURRICULUM**

(The sequence of courses is subject to change  
for administrative reasons)

**FIRST SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
English I, including Library Science.....	4	3
Fundamentals of Speech.....	3	3
Biological Science I.....	4	3
Health and Physical Education I.....	3	1
Place and Purpose of Education in the Social Order	3	3
Appreciation of Music.....	3	2
Orientation .....	1	0
<b>Total .....</b>	<b>21</b>	<b>15</b>

**SECOND SEMESTER**

English II .....	3	3
Principles of Geography.....	3	3
Biological Science II.....	4	3
Health and Physical Education II.....	3	1
History of Civilization .....	4	4
Appreciation of Art.....	3	2
<b>Total .....</b>	<b>20</b>	<b>16</b>

**THIRD SEMESTER**

English Literature .....	3	3
Economic Geography.....	3	3
General Psychology.....	3	3
Physical Science I.....	4	3
Health and Physical Education III.....	3	1
Elective .....	3	3
<b>Total .....</b>	<b>19</b>	<b>16</b>

**FOURTH SEMESTER**

American Literature.....	3	3
Principles of Sociology, or Principles of Economics	3	3
Educational Psychology.....	3	3
Physical Science II.....	4	3
Health and Physical Education IV.....	3	1
Electives .....	4	4
<b>Total .....</b>	<b>20</b>	<b>17</b>

## FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government.....	3	3
Educational Measurements.....	2	2
School Law.....	1	1
Health and Physical Education V.....	3	1
Electives .....	10	10
<b>Total .....</b>	<b>19</b>	<b>17</b>

## SIXTH SEMESTER

Health and Physical Education VI.....	3	1
Problems of Secondary Education.....	2	2
History of United States including the history of Pennsylvania .....	3	3
Electives .....	10	10
<b>Total .....</b>	<b>18</b>	<b>16</b>

## SEVENTH SEMESTER

Evolution of the American Public School.....	2	2
Ethics .....	3	3
Visual Education.....	2	1
Electives .....	10	10
<b>Total .....</b>	<b>17</b>	<b>16</b>

## EIGHTH SEMESTER

Student Teaching and Conferences.....	18	12
Curriculum Materials and Adaptation .....	4	3
Senior Orientation.....	1	0
<b>Total .....</b>	<b>23</b>	<b>15</b>

## LIBRARY SCIENCE CURRICULUM

The State Council of Education, at its meeting Friday, December 3, 1937, approved the establishment, at the State Teachers College, Clarion, of a curriculum for the education of teacher librarians. Clarion is the only State Teachers College in the western part of Pennsylvania authorized by the Department of Public Instruction to offer training for teacher librarians.

Library Science courses are offered as one of the elective fields for students in a four-year curriculum. A specific group of courses is intended to prepare a student either as a part-time or full-time librarian in a public school library. Students majoring in library science also become certificated to teach in one or more other fields such as history, English, mathematics, Latin, French, Spanish, chemistry, physics, biology, or geography.

A student must have a "C" average to enter the library science curriculum.

The courses are given in the junior and senior years. They are

### FIFTH SEMESTER

	Clock Hours	Semester Hours
Reading Guidance and Book Selection I . . . . .	3	3
Use of Reference Materials I: General Reference Tools . . . . .	2	2

### SIXTH SEMESTER

Reading Guidance and Book Selection II . . . . .	3	3
Organization, Administration, and Observation of School Libraries I . . . . .	3	2

### SEVENTH SEMESTER

Books and Libraries in Adult Education . . . . .	3	3
Organization, Administration, and Observation of School Libraries II . . . . .	4	3
Technical Processes I: Cataloging and Classification	2	2
Curriculum Enrichment Materials, and Teaching the Use of Books and Libraries I . . . . .	3	3
Use of Reference Materials II. Subject Areas . . . . .	2	2

### EIGHTH SEMESTER

Organization, Administration, and Observation of School Libraries III . . . . .	4	3
Curriculum Enrichment Materials, and Teaching the Use of Books and Libraries II . . . . .	2	2
Technical Processes II: Cataloging & Classification	2	2

## LIBRARY SCIENCE CURRICULUM

(Course arrangement may be changed for administrative reasons)

### FIRST SEMESTER

	Clock Hours	Semester Hours
English I—Including orientation course in use of library .....	4	3
Fundamentals of Speech .....	3	3
Biological Science I .....	4	3
Health and Physical Education I .....	3	1
Place and Purpose of Education .....	3	3
Appreciation of Music .....	3	2
Orientation .....	1	0
 Total .....	 21	 15

### SECOND SEMESTER

English II .....	3	3
Principles of Geography .....	3	3
Biological Science II .....	4	3
Health and Physical Education II .....	3	1
History of Civilization .....	4	4
Appreciation of Art .....	3	2
 Total .....	 20	 16

### THIRD SEMESTER

Literature I, English .....	3	3
Economic Geography .....	3	3
General Psychology .....	3	3
Physical Science I .....	4	3
Health and Physical Education III .....	3	1
Elective .....	3	3
 Total .....	 19	 16

### FOURTH SEMESTER

Literature II, American .....	3	3
Principles of Sociology, or Principles of Economics .....	3	3
Educational Psychology .....	3	3
Physical Science II .....	4	3
Health and Physical Education IV .....	3	1
Electives .....	3	3
 Total .....	 19	 16



ROOM IN BECHT HALL



COLLEGE CHOIR



FOOTBALL.

FIFTH SEMESTER		Clock Hours	Semester Hours
American Government, Federal, State, and Local	...	3	3
School Law	...	1	1
Educational Measurements	...	2	2
Reading Guidance and Book Selection I	...	3	3
Use of Reference Materials I: General Reference Tools	...	2	2
Health and Physical Education V	...	3	1
History of United States including the history of Pennsylvania	...	3	3
Electives	...	2	2
Total		19	17
SIXTH SEMESTER			
Problems of Secondary Education	...	2	2
Visual Education	...	2	1
Reading Guidance and Book Selection II	...	3	3
Organization, Administration, and Observation of School Libraries I	...	3	2
Health and Physical Education VI	...	3	1
Electives	...	7	7
Total		20	16
SEVENTH SEMESTER			
Books and Libraries in Adult Education	...	3	3
Technical Processes I: Cataloging and Classification	...	2	2
Organization, Administration, and Observation of School Libraries II	...	4	3
Curriculum Enrichment Material and Teaching Use of Books and Libraries I	...	3	3
Use of Reference Materials II: Subject Areas	...	2	2
Electives	...	3	3
Total		17	16
EIGHTH SEMESTER			
Student Teaching and Conferences	...	8	6
Curriculum Materials: Selection and Adaptation	...	2	1
Organization, Administration, and Observation of School Libraries III	...	4	3
Curriculum Enrichment Material and Teaching the Use of Books and Libraries II	...	2	2
Electives	...	2	2
Technical Processes II; Cataloging & Classification	...	2	2
Senior Orientation	...	1	0
Total		21	16

**AERONAUTICS EDUCATION COURSE**

On May 3, 1943, Clarion was approved by the State Superintendent of Public Instruction to offer a major in the field of Aeronautics Education.

The courses are arranged in two groups. 1. A first field consisting of 24 semester hours, and 2. A second elective field consisting of 18 semester hours. The first elective field is to consist of 18 semester hours in prescribed courses supplemented by six semester hours chosen from a group of suggested electives, making a total of 24 semester hours. The second elective field shall consist of the prescribed courses.

		<i>Periods Per Week</i>	<i>Sem. Hrs. Credit</i>
<b>I. PRESCRIBED</b>			
Aviation Mathematics.....	3	3	
Aircraft Communications and Regulations.....	3	3	
General Service and Structure of Aircraft including gliders and model airplanes.....	6	3	
Aerial Navigation.....	3	3	
Meteorology .....	3	3	
Aerodynamics and Theory of Flight.....	3	3	
<b>II. ELECTIVE (Six semester hours to be selected)</b>			
Aircraft Engines—Types, Operation and Servicing .....	6	6	
History and Identification of Aircraft.....	3	3	
Climatology .....	3	3	
Commercial Air Transportation.....	3	3	
Flight Experience (evidenced by private pilot's license or equivalent).....		3	
Theory and Operation of Aircraft Instruments	3	3	

**NOTE:** Flight experience evidenced by the possession of a valid private pilot's license or its equivalent may be substituted for Aerodynamics and Theory of Flight in the second elective field.

A student who completes 18 semester hours of aviation subjects is qualified to take the examination for a private pilot's license. Such a student is also certified to teach aviation in the high schools of the state.

**CURRICULUM IN AERONAUTICS EDUCATION**

(The sequence of courses is subject to change  
for administrative reasons)

**FIRST SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
English I, including Library Science.....	4	3
Fundamentals of Speech.....	3	3
Biological Science I.....	4	3
Health and Physical Education I.....	3	1
Place and Purpose of Education in the Social Order	3	3
Aviation Mathematics.....	3	3
Orientation .....	1	0
<b>Total .....</b>	<b>21</b>	<b>16</b>

**SECOND SEMESTER**

English II.....	3	3
Principles of Geography.....	3	3
Biological Science II.....	4	3
Health and Physical Education II.....	3	1
History of Civilization .....	4	4
Aviation Mathematics.....	3	3
<b>Total .....</b>	<b>20</b>	<b>17</b>

**THIRD SEMESTER**

English Literature.....	3	3
Economic Geography.....	3	3
General Psychology.....	3	3
Physical Science I.....	4	3
Health and Physical Education III.....	3	1
General Service and Structure of Aircraft including gliders and model airplanes.....	6	3
<b>Total .....</b>	<b>22</b>	<b>16</b>

**FOURTH SEMESTER**

American Literature.....	3	3
Principles of Sociology, or Principles of Economics	3	3
Educational Psychology.....	3	3
Physical Science II.....	4	3
Health and Physical Education IV.....	3	1
Aerial Navigation.....	3	3
<b>Total .....</b>	<b>19</b>	<b>16</b>

## FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government.....	3	3
Educational Measurements.....	2	2
School Law.....	1	1
Health and Physical Education V.....	3	1
Music Appreciation.....	3	2
Meteorology .....	3	3
Electives .....	4	4
 Total .....	 19	 16

## SIXTH SEMESTER

Health and Physical Education VI.....	3	1
Problems of Secondary Education.....	2	2
History of United States including History of Pennsylvania .....	3	3
Art Appreciation.....	3	2
Aircraft Communications and Regulations.....	3	3
Electives .....	5	5
 Total .....	 19	 16

## SEVENTH SEMESTER

Evolution of the American Public School.....	2	2
Ethics .....	3	3
Visual Education .....	2	1
Aerodynamics and Theory of Flight.....	3	3
Electives .....	7	7
 Total .....	 17	 16

## EIGHTH SEMESTER

Student Teaching and Conferences.....	18	12
Curriculum Materials and Adaptation.....	4	3
Senior Orientation .....	1	0
 Total .....	 23	 15

## SAFE DRIVING

At the meeting of the State Council of Education, January 9 1948, the following regulations were passed for the certification of teachers in the field of Education for Safe Living (Highway Safety and General Safety Education) :

### I. TEMPORARY STANDARD CERTIFICATE

- A. A temporary standard certificate valid for two years will be issued to an applicant who meets the following requirements:
  1. Holds a valid certificate to teach.
  2. Has completed three semester hours in the field of Highway Safety Education (Driver Education and Training) at an institution specifically approved for this type of preparation.

### II. PERMANENT STANDARD CERTIFICATE

When the applicant has completed six semester hours (three semester hours in Highway Safety Education and three semester hours in General Safety Education) at an institution specifically approved for this type of preparation and has completed two years of successful experience in the field, the certificate will be made permanent.

### III. EFFECTIVE DATE

1. These regulations became effective September 1, 1948.
2. Effective September 1, 1950, nine semester hours will be required in the field of Highway Safety Education (Driver Education and Training and General Safety Education) for the extension of a teacher's certificate to cover this field; in 1951, twelve semester hours will be required for the extension of a teacher's certificate to cover this field.

**MAJORS IN THE SECONDARY FIELD**

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours. He can then be certificated to teach in these fields at graduation.

As early as possible in the student's enrollment he must demonstrate competence in the field chosen before permission is granted to complete requirements of certification.

**ENGLISH**

(Total for first field, 24 semester hours; for second field 18 semester hours).

		<i>Clock Hours</i>	<i>Semester Hours</i>
I. Required			
English I and II .....	7	6	
English and American Literature .....	6	6	
II. Recommended			
English Philology.....	3	3	
Advanced Composition.....	3	3	
III. Electives			
American Poetry.....	3	3	
Contemporary Poetry.....	3	3	
Essay .....	3	3	
Journalism .....	2 or 3	2 or 3	
Modern Drama.....	3	3	
Modern Novel .....	3	3	
Nineteenth Century Novel .....	3	3	
Pre-Shakespearean Literature .....	2	2	
Romantic Literature .....	3	3	
Shakespeare .....	3	3	
Short Story .....	3	3	
The Eighteenth Century Literature .....	3	3	
Victorian Prose and Poetry .....	3	3	
World Literature .....	3	3	

**FRENCH**

(Total for first field, 24 semester hours; for second field, 18 semester hours.)

		<i>Clock Hours</i>	<i>Semester Hours</i>
<b>I. Recommended</b>			
French I—Intermediate French.....	3	3	
French II—Intermediate French.....	3	3	
French III—Nineteenth Century and Contemporary Prose.....	3	3	
French IV—Nineteenth Century and Contemporary Poetry.....	3	3	
French V—Outline Course in French Lit. ....	3	3	
French VI—Seventeenth Century French History and Literature.....	3	3	
<b>II. Electives</b>			
French VII—Romantic and Realistic Movements in French Lit. ....	3	3	
French VIII—Romantic and Realistic Movements in French Lit. (continued) ....	3	3	
French IX—The French Novel and Short Story .....	3	3	
French X—French Drama.....	3	3	

**GEOGRAPHY**

(Total for first field, 24 semester hours; for second field, 18 semester hours).

<b>I. Required</b>			
Principles of Geography.....	3	3	
Economic Geography.....	3	3	
<b>II. Recommended</b>			
Geography of United States and Canada .....	3	3	
Geography of Latin America.....	3	3	
Geography of Europe.....	3	3	
Geography of Pacific Realm.....	3	3	
<b>III. Electives</b>			
Commercial and Industrial Geography....	3	3	
Conservation of Natural Resources.....	3	3	
Field Courses (to be approved).....	3	3	
Geographic Influence in American History .....	3	3	
Geography of Asia.....	3	3	
Geography of Australasia and Africa .....	3	3	
Geography of Pennsylvania.....	3	3	
Meteorology and Climatology.....	3	3	
Physiography .....	3	3	
Trade and Transportation.....	3	3	

**LATIN**

(Total for first field, 24 semester hours; for second field, 18 semester hours. Two years of high school Latin required.)

		<i>Clock Hours</i>	<i>Semester Hours</i>
I.	Recommended		
	Latin I, Ovid and Virgil . . . . .	3	3
	Latin II, Livy . . . . .	3	3
	Latin III, Cicero's DeSenectute, De Amicitia . . . . .	3	3
	Latin IV, Horace Odes and Epodes . . . . .	3	3
	Latin V, Plautus and Terence . . . . .	3	3
	Latin VI, Roman Civilization . . . . .	3	3
II.	Electives		
	Latin VII, Cicero's Letters . . . . .	3	3
	Latin VIII, Pliny's Letters . . . . .	3	3
	Latin IX, Tacitus . . . . .	3	3

**MATHEMATICS**

(One year of High School Algebra required)

I.	Required of all students . . . . .	None
II.	Recommended for Elective Field in Mathematics . . . . .	18 s.h.
	College Algebra . . . . .	3
	College Trigonometry . . . . .	3
	Analytic Geometry . . . . .	3
	Differential Calculus . . . . .	3
	Integral Calculus . . . . .	3
	Statistics . . . . .	3
III.	Electives for Field of Mathematics . . . . .	6 s.h.
	Applied Mathematics . . . . .	3
	Advanced College Algebra . . . . .	3
	History of Mathematics . . . . .	3
	Synthetic Geometry . . . . .	3
	Spherical Trigonometry and Navigation	3

**SCIENCE**

Four fields of specialization in science are recognized and offered by colleges where needs of the service areas justify. The student must demonstrate competence in the fields chosen before permission is granted to complete the requirements for graduation with specialization in particular fields of science.

**BIOLOGY**

1. Instead of Biological Science I and II, students specializing in biology shall take either Botany I and II or Zoology I and II.

2. Instead of Physical Science I and II, students specializing in biology shall take Chemistry I and II.
3. For a first field of specialization the recommended courses listed below shall be completed and not fewer than twelve (12) semester hours chosen from the elective courses. If biology is the second field of specialization, the recommended courses should be completed and not fewer than six (6) semester hours from the list of elective courses.

	<i>Clock Hours</i>	<i>Semester Hours</i>	
4. List of Recommended Courses . . . . .			12 s.h.
General Botany I (Flowering Plants) . . .	5	3	
General Botany II (Non-flowering Plants) . . . . .	5	3	
General Zoology I (Invertebrates) . . . .	5	3	
General Zoology II (Vertebrates) . . . .	5	3	
5. List of Elective Courses . . . . .			12 s.h.
Anatomy (Comparative) . . . . .	5	3	
Bacteriology . . . . .	5	3	
Ecology . . . . .	5	3	
Entomology . . . . .	5	3	
Embryology . . . . .	5	3	
Field Botany . . . . .	5	3	
Field Zoology . . . . .	5	3	
Forestry . . . . .	5	3	
Genetics . . . . .	5	3	
Histology . . . . .	5	3	
Ornithology . . . . .	5	3	
Parasitology . . . . .	5	3	
Physiology . . . . .	5	3	
Plant Propagation . . . . .	5	3	

### CHEMISTRY

(Total for first field, 24 semester hours; for second field, 18 semester hours).

1. Instead of Physical Science I and II, students specializing in Chemistry shall take Physics I and II.
2. Biological Science I and II or the equivalent number of hours in Botany and Zoology are required for students taking Chemistry as the first field of specialization.

		Clock Hours	Semester Hours	
3.	List of Recommended Courses			18 s.h.
	Inorganic Chemistry I	6	4	
	Inorganic Chemistry II	6	4	
	Qualitative Analysis	7	3	
	Quantitative Analysis	7	3	
	Organic Chemistry I	6	4	
4.	List of Elective Courses			6 s.h.
	Organic Chemistry II	5	3	
	Industrial Chemistry	3	3	
	Physical Chemistry	5	3	
	Biological Chemistry	5	3	
	Chemistry of Food and Nutrition	5	3	
	Photography	5	3	

## PHYSICS

(Total for first field, 24 semester hours; for second field, 18 semester hours).

1.	Students specializing in physics must demonstrate competence in mathematics adequate to carry courses in physics.			
2.	Instead of Physical Science I and II, students specializing in physics shall take Chemistry I and II.			
3.	Biological Science I and II or the equivalent number of semester hours in Botany and Zoology will be required.			
4.	List of Recommended Courses			15 s.h.
	Physics I and II	12	8	
	Mechanics	5	3	
	Electricity and Magnetism	6	4	
5.	List of Elective Courses			9 s.h.
	Heat	5	3	
	Optics	5	3	
	Sound	5	3	
	Radio Communications	5	3	
	Physical Measurements	5	3	
	Astronomy	5	3	
	Photography	5	3	
	Modern Physics	5	3	
	Aeronautics	6	4	

**GENERAL SCIENCE**

1. Thirty (30) semester hours in scientific fields shall be required for a minimum for specialization in the field of General Science and shall include courses in Chemistry, Botany, Zoology, Physics, Earth Science, and Mathematics.

**SOCIAL STUDIES****A. Emphasis on History**

(Total for first field, 24 semester hours; for second field, 18 semester hours).

	<i>Clock Hours</i>	<i>Semester Hours</i>
I. Required		
History of Civilization.....	4	4
Principles of Economics.....	3	3
Principles of Sociology.....	3	3
American Government.....	3	3
History of the United States and		
History of Pennsylvania.....	3	3

**II. Electives**

United States History Before 1865.....	3	3
United States History Since 1865.....	3	3
Early European History.....	3	3
Modern European History.....	3	3
Social and Industrial History of U.S.....	3	3
Contemporary European History.....	3	3
History of Pennsylvania.....	2-3	2-3
History of Far East.....	3	3
History of England.....	3	3
History of Latin America.....	3	3
Renaissance and Reformation.....	3	3

**B. Emphasis on Social Science**

(Total for first field, 24 semester hours; for second field, 18 semester hours).

		<i>Clock Hours</i>	<i>Semester Hours</i>
<b>I. Required</b>			
History of Civilization.....	4	4	
Principles of Economics.....	3	3	
Principles of Sociology.....	3	3	
American Government.....	3	3	
History of the United States and History of Pennsylvania.....	3	3	
<b>II. Electives</b>			
Contemporary Economic Problems.....	3	3	
Municipal Government.....	3	3	
Comparative Government.....	3	3	
Origin of Social Institutions.....	3	3	
Rural Sociology.....	3	3	
United States History Before 1865.....	3	3	
United States History Since 1865.....	3	3	
History of Pennsylvania.....	2-3	2-3	

NOTE: Nine semester hours in the field of History with Nine semester hours in the field of Social Science is the minimum requirement for certification in the field of Social Studies.

### SPANISH

#### I. Recommended

Spanish I—Beginners' Spanish .....	3	3
Spanish II—Beginners' Spanish .....	3	3
Spanish III—Conversational Spanish...	3	3
Spanish IV—Intermediate Spanish Gram- mar .....	3	3
Spanish V—Intermediate Spanish Gram- mar .....	3	3
Spanish VI—Introduction to Literature ..	3	3

#### II. Electives

Spanish VII—Contemporary Spanish Drama .....	3	3
Spanish VIII—Contemporary Spanish Novel .....	3	3
Spanish IX—Commercial Spanish .....	3	3

## SPEECH CURRICULUM

Because of the increased emphasis upon speech work in the elementary and secondary schools, the unique place of speech activities in an integrated and socialized curriculum, and the consequent need for specialized training in the field of speech, the college is now making it possible for students to secure certification in this field. A college certificate valid in the elementary field may have *Speech* added when a minimum of eighteen semester hours of work in speech has been completed. To students pursuing the secondary curriculum speech will be open as an elective field on the same basis as existing fields; that is students may secure certification in speech by completing eighteen semester hours in the field as is done in such fields as English, geography, and social science.

### SPEECH FIELD\*

	Clock Hours	Semester Hours
I. Required of all students . . . . .	3	s.h.
Fundamentals of Speech (Not counted as part of the eighteen (18) needed for certification) . . . . .	3	3
II. Recommended for Elective Field of Speech . . . . .	8	s.h.
Interpretative Reading . . . . .	3	2
Phonetics . . . . .	2	2
Play Production . . . . .	3	2
Speech Problems . . . . .	3	2
III. Electives for the Field of Speech . . . . .	13	s.h.
Argumentation and Debate . . . . .	2	2
Community Dramatics and Pageantry . . . . .	3	2
Costuming and Make-up . . . . .	3	2
Creative Dramatics . . . . .	2	2
Psychology of Speech . . . . .	3	3
Speech Clinic (1) . . . . .	4	2
Speech Clinic (2) . . . . .	4	2
Speech Pathology . . . . .	3	3
Stagecraft and Scenic Design . . . . .	4	2
Voice and Diction . . . . .	2	2

\* Not to be confused with Speech Correction.

## DESCRIPTION OF COURSES

The required and elective courses in all curriculums are listed alphabetically under several divisional headings. Each course, when offered, is taught for 18 weeks unless otherwise indicated.

### AERONAUTICS

*Aviation Mathematics*—Three hours per week

Three semester hours

This course includes the principles of college algebra and trigonometry which are necessary for an understanding of aerodynamics, aerial navigation, physics and meteorology.

*Aircraft Communications and Regulations*—Three hours per week—

Three semester hours

Radio code and civil air regulations. A goal of reception at the rate of twenty words a minute is set. In civil air regulations a proficiency comparable to an instructor's rating can be attained.

*General Service and Structure of Aircraft Including Gliders and Model Airplanes*—Six hours per week.....Three semester hours

This course includes inspection and care of fuselages, engine mounts, wings, flight control surfaces, flight control mechanism, landing gear, tires, wheels, brakes, etc., all of which is necessary to safety in flight and long life of the airplane.

The laboratory work will consist of work on airplanes and construction of models for the sake of imbuing the student with the idea of rigid inspection.

*Aerial Navigation*—Three hours per week . . . Three semester hours

Of the four phases of navigation, stress is placed on pilotage and dead reckoning, whereas radio navigation and celestial navigation are introduced in their broader aspects. In pilotage chart reading and safety procedures are stressed. Dead reckoning is carried through the alternate airport problem.

*Meteorology*—Three hours per week.....Three semester hours

A science of the atmosphere—a study of the phenomena of weather; air masses, cyclones, fronts. Emphasis is placed upon relationships of weather to aviation and weather hazards to flying such as winds, storms, icing, and fog.

*Aerodynamics and Theory of Flight*—Three hours per week

Three semester hours

This course deals with the mathematics of lift and drag of flight surfaces and includes explanations of Bernoulli's principle of its application to flight. Such subjects as variation of power with altitude, weight and wing area, the application of lift and drag coefficients to problems of speed, climb, and lift are included in this course.

*Aircraft Engines—Types, Operation and Servicing*—

Six hours per week—Six semester hours

The theory of various types of internal combustion engines followed by the mechanical application of these principles as seen in airplane engines will be the basis of the classwork.

The laboratory work will consist of tearing down and rebuilding an airplane engine, trouble shooting and general servicing of the engine.

*History and Identification of Aircraft*—Three hours per week

Three semester hours

The history of the airplane is studied briefly and the major portion of the time will be spent in studying the different types of commercial and private aircraft, their relative merits and identification. Identification will include a knowledge of the external features of recognition of the various craft as well as a knowledge of the power, and capabilities of the same.

*Climatology*—Three hours per week . . . . . Three semester hours

A study of climates of the world and their relation to aviation. Emphasis is placed upon the hazards to aviation in various regions of the earth; such as fog, tropical cyclones, and prevailing winds. Long distant flights over polar areas and in the stratosphere are considered.

*Commercial Air Transportation*—Three hours per week—

Three semester hours

This course includes the regulations for commercial air transportation.

*Theory and Operation of Aircraft Instruments*—

Three hours per week—Three semester hours

The theory of this course includes an explanation of such instruments as barometers, altimeters, compasses, directional gyro, gyro-horizon, bank and turn indicators, fuel indicators, temperature indicators, etc.

The laboratory work consists of study of mock-ups of these instruments.

**ART**

*Appreciation of Art*—Three hours per week . . . . Two semester hours

This course is for the development of culture through an appreciation of the arts. A text is used which covers the history of art and architecture, with some space also devoted to costume, home-furnishing, landscaping architecture and the minor arts. Worthwhile exhibitions are brought in, museum material is studied, and lantern slides and films are used.

*Art I—Elementary Industrial Art*—Four hours per week—

Two semester hours

Art I has an introduction setting forth the place and purpose of art in life and in school. The course is considered a unit of work, and along with the teaching of the industrial arts is brought in the idea of integration with other subjects, the most important psychological and pedagogical principles involved in teaching, and the elementary facts related to design and color.

*Art II*—Three hours per week . . . . . Two semester hours

The same broad objectives set forth in Art I are adhered to in Art II and similar types of activity are carried on.

*Art Crafts*—Three hours per week . . . . . Three semester hours

Work, suitable for the Elementary School and Junior High School, is taken up in this course, which includes weaving, modeling, soap-carving, block-printing, working in wood and basketry.

*Industrial Arts*—Four hours per week . . . . Two semester hours

The work is approached as an elementary school subject and not on a vocational adult level. Food, clothing, shelter, records, tools and utensils are the main topics studied and through the application of art principles, various media are used and skills and techniques developed.

**EDUCATION**

*Child Adjustment*—Three hours per week . . . . Three semester hours

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relate to school, home, and community. Plans for child accounting are studied. Prerequisites: General Psychology and Educational Psychology.



INDOOR GOLF



BASEBALL



TENNIS



VOLLEY BALL



COLLEGE LIBRARY



ARCHERY

*Child Psychology*—Three hours per week . . . Three semester hours

This course presents a general outline and application to some vital problems of child growth, learning, and adjustments. It is designed to establish a reliable basis for individualizing education. Problems of child play, motives, thinking, and social development are studied.

*Civic Education*—Three hours per week . . . . Three semester hours

The course gives the student a program for citizenship preparation in the elementary school which includes a basic outline for character education.

*Curriculum Materials Selection and Adaptation*—Four hours per week—Three semester hours

The course deals with sources of material, classification of materials, and adaptation for class use. These materials include: printed material in books, pamphlets, and magazines; visual materials; object, and personal contributions.

*Diagnostic and Remedial Instruction in Reading*—Three hours per week—Three semester hours

Planned to familiarize students with the principles underlying the prevention of reading difficulties; the principles requisite for a program of corrective teaching; suggested procedures and materials; and to help the student develop a sane attitude toward the problem of remedial teaching. Opportunity is given for observation and for participation in the work with cases of reading difficulties.

*Early Childhood Education*—Three hours per week —  
Three semester hours

This course is designed to study the child from pre-school through the primary unit. Special emphasis is laid on the philosophy and principles underlying early childhood education; the children's creed; equipment and supplies; records and reports; parent education, and the training and personality of the teacher. Reference is made to the development of early childhood education. Methods of procedure involved lectures and class discussions, committee work, laboratory work, term reports, and observation in the Demonstration School.

*Education for Family Living*—Three hours per week—  
Three semester hours

This course is a study of family relationships; programs for home and school cooperation; the literature available for parents of children of the various age units such as infants, later pre-school life, six year olds, seven to nine years, adolescent; compilation of

bibliographies or these particular ages; and how to prepare for and hold conferences with parents.

*Educational Measurements*—Two hours per week—

Two semester hours

A consideration of the simpler statistical measures with particular emphasis on their application to classroom work is given. The principles underlying the construction of valid, reliable objective tests are examined, and practice is given in the making of classroom tests in the various fields of subject matter. A study is made of representative standardized tests.

*Educational Psychology*—Three hours per week—

Three semester hours

The purpose of this course is to facilitate understanding and control over the variety of school situations and activities in formal school. The learner and the learning process are the centers of attention. Maturation, individual differences, growth, interests, and personality are the important topics relating to the learner. Understanding of the learning process is considered from the point of view of principles of learning, transfer of training, and evaluation of instruction.

*Ethics*—Three hours per week . . . . . Three semester hours

The course in ethics takes up the problem of conduct from the moral and ethical standpoint. Reasons and needs for a study of ethics are emphasized. Questions of personal and social morality are discussed. The biological, physical, psychological and social factors are emphasized as determiners of conduct. Some of the problems of personal morality given consideration are health, family, truthfulness, self-control and happiness. Some of the problems of social and public morality discussed are politics, liberty, industry, nation and race, Church and democracy.

*Evolution of the American Public School*—Two hours per week—

Two semester hours

The purpose of this course is to give the student an intelligent understanding of the evolution of elementary and secondary education in America from the Colonial period to the present. The relation of industrial and social changes to educational development is noted. Emphasis is placed on the development of education in Pennsylvania.

*First Aid*—Three hours per week

Three semester hours

Methods and procedure for the proper and immediate care of the injured pending the care and attention of the Physician which includes (a) control of bleeding, (b) artificial respiration, (c)

handling and transportation, (d) prevention of infection, (e) relieving pain, (f) accident prevention, demonstration and explanation of First Aid methods with actual practice work. Those who successfully qualify will be awarded the Standard and Advanced Red Cross certificates in First Aid. Upon completion of the standard and advanced courses the instructor's course is offered, and by successfully completing this work the Red Cross instructor's certificate may be secured.

*General Psychology*—Three hours per week. Three semester hours

Psychology is defined in terms of its relation to other broad areas of subject matter and then subdivided and explained in terms of various emphases. The understanding of one's own mental processes as a means of controlling self and others is the theme of the course. Habits, intelligence, thought, memory, learning, personality, and mental hygiene are related to effective living.

*General Safety Education*—Three hours per week

Three semester hours

The course in general safety education aims at an over-all picture of safety education. It should make the student safety conscious in a positive manner. Time and consideration are given to the psychology of accidents; safety in the schools; safety in the home; safety in transportation and industry; curriculum construction including methods and organization in the elementary and secondary schools; teaching aids in teaching safety, measuring and evaluating the results of safety education.

*Guidance*—Two hours per week. . . . . Two semester hours

This course attempts to give the classroom teacher an appreciation for the broad humanitarian outlook of guidance or personnel work. It aims to make the teacher an intelligent cooperator in the organized guidance program by providing him with understanding of the techniques of guidance in diagnosis and treatment of individual and group problems in and outside of the school.

*Place and Purpose of Education in the Social Order*—Three

hours per week—Three semester hours

This course deals primarily with the public school as a social institution. The major problems are: (1) how the school has come to hold a place of influence in society; (2) to examine the forces and agencies which determine the progress and direction of the school program; (3) to evaluate the place of the teacher in modern society; (4) to show the value of educational agencies outside of the public schools. Students are oriented in the work by observation in the training school.

*Problems of Secondary Education*—Two hours per week—

Two semester hours

This course deals with the development, organization, and problems of secondary education. It emphasizes the special functions of the Junior High School. Much time is given to admission requirements, ability grouping, program studies, departmentalization, plans of promotion.

*Rural School Problems*—Three hours per week—

Three semester hours

This course deals with social and educational leadership by the teacher. It emphasizes largely the problems of the one-teacher school and aims to assist in the improvement of methods and enrichment of teaching materials.

*Highway Safety Education*—Three hours per week

Three semester hours

Survey of practical methods of training the new driver to drive, including instructional materials, and driver testing; study of "The Driver," "Driver and Pedestrian Responsibilities," "Sound Driving Practices," "Society's Responsibilities," and "How to Drive." Each student will receive practical experience in teaching beginners to drive in a Dual Control Driver Training Car under supervision. The course follows the requirements of the American Automobile Association in their Driver Education and Training program and the A.A.A. Certificate for teaching will be awarded those who successfully complete the training.

*School Law*—One hour per week . . . . . One semester hour

This course is a study of the school laws of Pennsylvania and the application of the laws to actual teaching experience. A digest of the school problems which arise in teaching are discussed and attempt made to solve them.

*Teaching of Reading*—Three hours per week Three semester hours

This course deals with the history of American reading instruction; current trends and objectives; the philosophy and principles underlying the reading program; the psychology of reading, and the evaluation and selection of reading books for the various grade levels of reading. Methods of procedure used are lectures and class discussion, committee and laboratory work, and observation in the Demonstration School.

*Visual Education*—Two hours per week One semester hour

The possibilities and limitations of such visual aids as excursions, projection machines, pictures and models, and the methods of preparing and using these visual aids form the content of this course. Sources of and methods of filing various visual aid materials are presented.

## ENGLISH

*American Poetry*—Three hours per week . . . . . Three semester hours

This course aims to present the representative American poets from the beginning of our history to the present time. Much attention is given to the poets who best reveal our democratic theories and the American way of life. The change from romanticism to realism is studied and emphasis is placed on the writers who have made the most valuable contributions to the thought and style of American verse.

*Advanced Composition*—Three hours per week—

Three semester hours

Current periodical literature is used as a source of contact with contemporary thought and with the methods and art of journalistic and literary writing. Such literary forms as are not touched upon in other courses in composition are studied here, and some writing is attempted in these forms according to the interest and talent of the individual writer.

*Children's Literature*—Three hours per week . . Three semester hours

The study of literature for children from the kindergarten through the junior high school. Major emphasis is placed upon acquainting the student with a great body of the best literature for the various age groups. Consideration is given to a study of children's interests and preferences. Classified and description bibliographies in every department of the field are studied. Study and application of techniques in story telling and the presentation of poetry are stressed.

*Contemporary Poetry*—Three hours per week . . Three semester hours

This course aims to familiarize the student with the outstanding contemporary poets, both English and American; to prevent the various movements that mark the development of modern verses; to encourage the reading of many poems for the sake of sheer enjoyment.

*English I*—Four hours per week . . . . . Three semester hours

This course includes instruction in the use of the library and improvement of reading habits. Exercises for drill and diagnostic tests provide the means of revealing weaknesses in fundamentals. Through conferences much individual remedial work is done in grammar and sentence structure. Practice is given in outlining material for composition based on student's experience.

*English II*—Three hours per week.....Three semester hours

English II shifts the emphasis from grammar and syntax to sentence structure in relation to the paragraph and whole composition. Work in outlining continues with frequent opportunities for writing themes. Extensive reading and the analysis of various literary types comprise a large part of the course. Much thought is given to new words and vocabulary building.

*English Philology*—Three hours per week....Three semester hours

This course gives a knowledge of and creates an interest in current word usage through a careful study of past and present trends in language development.

*Essay*—Three hours per week.....Three semester hours

A study of the principal essayists since Montaigne and Bacon with special emphasis upon the nature and the chief exponents of the familiar essays.

*Journalism*—Two or three hours per week

Two or three semester hours

This course gives instruction in what constitutes news and the source of news; acquaints the student with the chief types of news articles found in the newspapers and magazines today and gives instruction in writing them; gives training in the editing and publishing of a school paper.

*English Literature*—Three hours per week....Three semester hours

This is the survey course in English literature. The chief purposes are to offer contacts with the outstanding writers of England; to study the various types of literature and the periods in which they were written; and to understand the changing demands of the reading public.

*American Literature*—Three hours per week..Three semester hours

This is the survey course in American literature. Greater stress is placed on the work of writers from the New England period to the present than on the earlier periods. Pennsylvania writers and their contributions are emphasized. The aims of the course are similar to those of English Literature.

*Modern Drama*—Three hours per week ....Three semester hours

Reading and class discussion of American, English, and Continental plays that best represent the thought and characteristics of the present time, with special attention to new forms of dramatic structure.

*Modern Novel*—Three hours per week . . . . . Three semester hours

The object of this course is to present to the students the recent representative novelists and the outstanding contribution each has made to contemporary literature; to explain recent trends in the development of the novel.

*Nineteenth Century Novel*—Three hours per week—  
Three semester hours

A study of the outstanding novelists of the period with special emphasis on the works of Scott, Thackeray, Dickens, Eliot, Hawthorne, and Cooper.

*Pre-Shakespearean Literature*—Two hours per week—  
Two semester hours

The aim of this course is to give the student an understanding of early English Literature. Special emphasis is given to the tales of Chaucer and Spenser's Faerie Queene.

*Romantic Period*—Three hours per week . . . . . Three semester hours

A study of the work of such writers as Wordsworth, Coleridge, Scott, Bryon, Keats; a study of the literary tendencies of the period from 1780 to 1832.

*Shakespeare*—Three hours per week . . . . . Three semester hours

The aim of the course is to give the students a general knowledge of the Shakespearean theatre and to acquaint them with the more important histories, comedies, and tragedies of Shakespeare.

*Short Story*—Three hours per week . . . . . Three semester hours

The purpose of this course is to acquaint the students with writers that best illustrate the development of the short story; to teach the students how to analyze short stories; to demonstrate proper procedure in teaching the types of short stories suitable for the high school.

*Teaching of English, including Handwriting*—Four hours per week—Three semester hours

Emphasis is placed on the content of courses as taught in the elementary grades, on methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting is discussed, and reference work on the psychology of handwriting together with demonstration lessons to show its application completes the work.

*The Eighteenth Century*—Three hours per week—

Three semester hours

This course will include a study of the writings of such literary figures as Pope, Dryden, Addison, Steele, Swift, Johnson, Goldsmith, Sheridan, Congreve, Wycherly, Defoe, Pepys, Burns, Blake, Thompson, etc.

*Victorian Prose and Poetry*—Three hours per week

Three semester hours

A study of nineteenth century essays and poetry as to style, substance and relation to the social, religious, and political thought of the age.

*World Literature*—Three hours per week—Three semester hours

A survey of some of the eminent authors from ancient to modern times.

**FRENCH***French I—Intermediate French*—Three hours per week—

Three semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of the course is to provide a good background for future work in French. Pre-requisite: two years of high school French or equivalent.

*French II—Intermediate French*—Three hours per week—

Three semester hours

A continuation of French I with emphasis on the Subjunctive Mood and advanced composition.

*French III—Nineteenth Century and Contemporary Prose*—

Three hours per week—Three semester hours

This course is a survey of the literature of the nineteenth century not including the drama. Reading from the works of such authors as: Chateaubriand and deStael and ending with the beginning of the twentieth century. Lectures from time to time on the less important authors of the period.

*French IV—Nineteenth Century and Contemporary Poetry—*

Three hours per week—Three semester hours

This course is a survey of the chief poets of the period. Such poets as Lamartine, DeVigny and DeMusset will be read and memory selections will be required from time to time.

*French V—Outline Courses in French Literature —*

Three hours per week—Three semester hours

A survey of French Literature from its origin, touching the most important works to the beginning of the 17th century. Lectures on the early social and intellectual life of France.

*French VI—Seventeenth Century French History and Literature—*

Three hours per week—Three semester hours

This course includes the history of the nation and the political influences upon literature. The course begins with the literary reforms of Malherbe and stresses the effect of the Salons and the French Academy, and includes work from the following: Boileau, Descartes, Fenelon and Bossuet. Corneille, Racine and Moliere are touched in this course.

*French VII—Romantic and Realistic Movements in French*

*Literature—* Three hours per week—Three semester hours

This course includes the reading of selected texts from the works of such authors as Hugo, deVigny and Sand. Lectures on the type of literature and the period designated.

*French VIII—Romantic and Realistic Movement in French*

*Literature—* Three hours per week—Three semester hours

A continuation of French VII.

*French IX—The French Novel and Short Story—*

Three hours per week—Three semester hours

A thorough study of the works of such eminent French novelists as: Dumas, Balzac, Sand, Zola, Daudet and deMaupassant. Lectures to supplement class material or text. Special emphasis will be placed upon tests suitable for teaching in high school.

*French X—French Drama*—Three hours per week—

Three semester hours

The stress is placed upon the writers of the seventeenth century, such as: Corneille, Racine and Moliere. Other plays of the modern period will be assigned and read. A considerable amount of collateral reading is required.

### GEOGRAPHY

*Commercial and Industrial Geography*—Three hours per week—

Three semester hours

This course includes a study of the major industries of the world, the assembling of raw materials, and the distribution of products.

*Conservation of Natural Resources*—Three hours per week—

Three semester hours

This course consists of the current problems associated with the conservation of wild life, forests, soils, minerals, and waters.

*Economic Geography*—Three hours per week . . Three semester hours

The purpose is to develop an understanding of the relationship of economic life to the natural resources and their uses; the need for conservation of resources; the interdependence of peoples, geographic regions, and nations.

*Field Courses (To be approved)*—Three hours per week—

Three semester hours

A thorough and systematic study of the landscape of a designated local region. Pre-requisite: Physiography, two required courses and the consent of the instructor.

*Geography of Asia*—Three hours per week . . . Three semester hours

Special emphasis is given to the description and interpretation of the major regions of Asia. Relationships between the various regions and between the Orient and the Western World are stressed.

*Geography of Australasia and Africa*—Three hours per week—

Three semester hours

This is a regional study of Africa, Australia, and the neighbor-

ing islands. Special emphasis is given to regional differences and the possibility of development of the more backward areas.

*Geographic Influences in American History*—Three hours per week  
Three semester hours

A study of the relationship of past events to the natural environment. Emphasis is placed upon the adjustments and readjustments of man's activities to his environment.

*Geography of Europe*—Three hours per week.. Three semester hours

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

*Geography of Latin America*—Three hours per week—  
Three semester hours

A regional study is made of South America, Mexico, and Caribbean Lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

*Geography of the Pacific Realm*—Three hours per week—  
Three semester hours

Special emphasis is given to a description and an interpretation of the major regions in Asia, Africa, and Australia and forms the basis of this course. Relationships between regions and between the Orient and the Western world areas are stressed.

*Geography of Pennsylvania*—Three hours per week —  
Three semester hours

A systematic and detailed study of man's activities in relation to his environment. Emphasis is placed on the various industries throughout Pennsylvania. Field study will be included whenever possible.

*Geography of the United States and Canada*—Three hours per week  
Three semester hours

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

*Meteorology and Climatology*—Three hours per week—

Three semester hours

This course includes the phenomena of weather and climate and man's adjustments to the various climates of the world.

*Physiography*—Three hours per week.....Three semester hours

A study of various land forms and minerals, their origin, and their relation to man.

*Principles of Geography*—Three hours per week—

Three semester hours

The purpose of this introductory course is to develop an understanding of the principles of human ecology. It deals with the interpretation of the relations between the life of man and the elements, factors, and forces of nature throughout the world. It provides a background for a more detailed study of geography.

*Trade and Transportation*—Three hours per week—

Three semester hours

A study of the development of the various methods of transportation and of the geographic distribution of commodities throughout the world.

## HEALTH

*Health and Physical Education I*—Three hours per week —

One semester hour

Two hours a week of physical education and one hour a week of hygiene.

In physical education for women speedball and field hockey are offered. For men, instruction is given in touch football, and soccer. Tests to determine motor ability are given in this semester as well as tests to determine physical fitness. The course in hygiene is personal hygiene. The functioning and care of the body systems are studied.

*Health and Physical Education II*—Three hours per week—

One semester hour

A continuation of Health Education I.

The men are given work in basketball, volleyball, tumbling, and wrestling during the winter months. In the spring, softball, base-

ball, and track are offered. Cross country and obstacle course running are a part of the program. Physical fitness tests are continued. The women are given basketball, volleyball, and dancing during the winter months, while softball and track are given in the spring months.

The course in hygiene is a continuation of the personal hygiene started in Health Education I.

*Health and Physical Education III*—Three hours per week—  
One semester hour

Two hours a week of physical education and one hour a week of health problems.

In physical education for men there is a review of touch football and soccer, and speedball is given for the first time. Soccer is offered to the women.

In health problems the latest findings pertaining to health are studied and discussed.

*Health and Physical Education IV*—Three hours per week—  
One semester hour

A continuation of Health Education III.

The men review basketball and volleyball and are given instruction in boxing. Cross country and obstacle course running are continued as well as tests for physical fitness.

Problems pertaining to aims, results, learnings, laws of training in physical education are discussed.

*Health and Physical Education V (Elementary)*—  
Three hours per week—One semester hour

Two hours a week of physical education and one hour a week of teaching health.

In physical education the individual sports are stressed. Instruction is given in golf, archery, handball, and in addition to these three, the men are given additional work in boxing, cross country and obstacle course running. Physical fitness tests are continued.

In health teaching, methods of teaching, teaching material, health service, and curriculum construction are emphasized.

*Health and Physical Education V (Secondary)*—  
Three hours per week—One semester hour

Three hours of physical education a week. Similar to Health Education V for the elementary people except the teaching of health is not offered. Instruction in the individualized sports is stressed.

*Health and Physical Education VI (Elementary)—*

Three hours per week—One semester hour

Instruction in badminton, table tennis, shuffleboard, horseshoes, and tennis. For men, conditioning activities are further stressed and tests to determine physical fitness are continued.

One hour a week is used in presenting games, relays, and stunts suitable for the elementary field. Each student must collect and present a certain number of these games and relays to the class.

*Health and Physical Education VI (Secondary)—*

Three hours per week—One semester hour

A continuation of Health Education V for secondary students. Work is given in badminton, table tennis, horseshoes, tennis, and track.

Materials and aids are given those who are interested in teaching intramural and inter-scholastic sports.

## LATIN

*Latin I, Ovid and Virgil—Three hours per week —*

Three semester hours

A course in Latin poetry of the Augustan age. Some of Ovid's musical verses are read that best reveal poetry of lighter vein enjoyed by the fashionable Romans of the day. For the students who have read Virgil's "Aeneid" portions of the Bucolics and "Georgies" are chosen for the second half of the course. The "Bucolics" are devoted to the current political events of the age and the "Georgies" consist of didactic poems on agricultural subjects.

*Latin II, Livy—Three hours per week . . . Three semester hours*

The reading of Books I, XXI, XXII to develop the student's interest in the legendary and early history of Rome. The course aims also to acquaint the student with the lives and characters of the leading men who helped to shape her destiny. A study is made of Livy's style as a historian and his ability to portray vivid historical and dramatic scenes.

*Latin II, Cicero's De Senectute, De Amicitia—*

Three hours per week—Three semester hours

A literary study of the essay as a distinctive type of Roman literature. The main purpose of the course is to develop increased

ability to read Latin, to master the vocabulary and syntax of Cicero, and to acquaint the student with the philosophy of the Roman as it is revealed in Cicero's discussion of old age and friendship.

*Latin IV, Horace Odes and Epodes*—Three hours per week—  
Three semester hours

The purpose of this course is to read and appreciate the poetry of Horace, one of the representative poets of the Augustan age and a personal friend of the emperor. Special emphasis is placed upon Horace's imagery, artistry, humor and philosophy of life. A comparison with other poets of the day is made, and the attention of the student is directed to the ideas of Horace prevailing in contemporary verse.

*Latin V, Plautus and Terence*—Three hours per week—  
Three semester hours

A course in Roman comedy belonging to the early days of the Republic. In addition to the reading of plays, a study of the development of the Roman drama is made with frequent reports on the theatre, actors, and dramatic plots. Attention is directed to the forms and syntax of the early Republican era.

*Latin VI, Roman Civilization*—Three hours per week—  
Three semester hours

A study of the civilization of the Romans from the beginning of her history through the Empire Period. Attention is given to the myths and private life of the Romans as well as to her legislative and political institutions which led to her conquest of the world. Rome's contribution to the world civilization is studied and facts are investigated that are of special value to the prospective teacher of Latin.

*Latin VII, Cicero's Letters*—Three hours per week—  
Three semester hours

A continuation of the study of Roman life and manners through the correspondence of Cicero. Emphasis is placed on the main historical events preceding and following the death of Caesar. Much attention is given to Cicero the man, as revealed in his letters to Brutus, Caesar, his friend Atticus, and other contemporaries.

*Latin VIII, Pliny's Letters*—Three hours per week—

Three semester hours

A study of the period of the empire following the rule of Augustus as revealed in the correspondence of the younger Pliny. Interesting customs of the day among literary circles and the dramatic episodes of the turbulent empire constitute the main subjects of discussion. The destruction of Pompeii, the eruption of Mt. Vesuvius and the persecution of the early Christians are vividly described by the author whose ability as a letter writer is carefully studied.

*Latin IX, Tacitus (as a substitute for Latin VII or VIII)*—

Three hours per week—Three semester hours

This course introduces to the student the outstanding historian of the Post Augustan period and familiarizes him with the peculiarities of the Latin of this day. The basic material presented consists of the "Agricola" and the "Germania" which represent the Romans as empire builders. The "Agricola" portrays the life of the great Roman who was instrumental in conquering Britian and introducing Roman civilization to that country. The "Germania" vividly describes the Germans and their customs which Rome found in her early conquests. To the student interested in modern European history this course would prove valuable in giving a background of English and German history.

## LIBRARY SCIENCE

*Reading Guidance and Book Selection* . . . . . Six semester hours

Evaluation and selection of books for various age groups in elementary grades and high school; history of children's books; methods of presenting stories and book talks; methods of stimulating reader interest; the making of sample book orders.

*Books and Libraries in Adult Education* . . . . Three semester hours

This course is built upon a history of books and libraries with the purpose of preparing students to participate in program planning for community activities and the promoting of public library service. Essential features are the enrichment of their individual reading background in current literature; familiarity with materials in adult education situations in which club programs are to be formulated through parent-teacher associations and other civic organizations.

*Technical Processes—Cataloging and Classification—*

Four semester hours

Introduction to the principles of classification with emphasis on the Dewey Decimal Classification; study of the purpose of the card catalog and adaptation of general principles of cataloging to the users of the school library. Training will be given in making unit cards, adapting printed cards, and classifying of books in laboratory practice work.

*Use of Reference Materials . . . . .* Four semester hours

Methods of reference service in a school library; selection and use of practical reference tools including encyclopedias, dictionaries, periodicals, indexes, atlases, handbooks, yearbooks, and reference aids on special subjects. The making of lists and annotated bibliographies will be required.

*Organization, Administration, and Observation of School**Libraries . . . . .* Eight semester hours

The place of the library in the school; relation to principles of education; relation to other types of libraries; objectives; organization and procedures for library service in city and rural schools; county elementary, junior and senior high schools; administrative problems, mechanical processes; finances; library quarters and equipment; observation and practice in well organized libraries.

*Curriculum Enrichment Materials for Junior and Senior High Schools and Teaching Use of Books and Libraries—*

Five semester hours

Acquaintance with library materials in relation to modern trends in the curriculum, and ways in which the teacher and school library can cooperate in using these materials to enrich classroom activities. Current courses of study will be examined and used as a basis for units of subject matter integration in the fields of the sciences, arts and social sciences; emphasis on all forms of book materials relating to units developed in classroom activities. Methods of introducing books and libraries to students in the schools. Various manuals will be examined and appraised in relation to modern teaching methods. Integration of library instruction with other subject courses will be considered in planning units of work. Students will present lessons in the laboratory school.

## MATHEMATICS

*Analytic Geometry*—Three hours per week. . . . Three semester hours

The study of the locus as the graph of its equation with emphasis on the straight line, the circle, and the conic sections with application to physical problems. Introduction to coordinates of space.

*Applied Mathematics*—Three hours per week—

Three semester hours

In this course the need and place of mathematics in many fields is stressed. Problems are chosen from many fields of study and the student is introduced to methods which make his teaching of mathematics highly effective.

*Differential Calculus*—Three hours per week—Three semester hours

This course is differential calculus developing the concepts of limits and derivatives with applications to geometry and to physics.

*Integral Calculus*—Three hours per week . . . . Three semester hours

Integral calculus introduces integration as the inverse of differentiation and then as a summation. The applications include lengths of curves, areas of plane and curved surfaces, volumes, centers of gravity and ordinary differential equations.

*College Algebra I*—Three hours per week . . . . Three semester hours

Review of secondary school algebra with extensions into advanced applications, treatment of quadratics, progressions, permutations, combinations, and elementary theory of probability, together with an introduction to the theory of equations.

*Advanced College Algebra*—Three hours per week—

Three semester hours

Postulational method and theory of groups with the application of the latter to the solution of equations of degree greater than the second.

*Curriculum in Arithmetic*—Two hours per week—

Two semester hours

A basic course in the teaching of arithmetic for primary and intermediate grade teachers. Various viewpoints on arithmetic are presented along with an historical survey of aims and purposes in the teaching of quantitative understanding. The fundamental pro-

cesses are rationalized and drill work is presented according to the newer psychology of learning. The course of study in arithmetic for the elementary school is discussed from the standpoint of methods and materials with emphasis on the practical social usefulness of numbers.

*History of Mathematics*—Three hours per week—

Three semester hours

Emphasis on those developments and trends in mathematics which should be of great value to the teacher of secondary school mathematics.

*Spherical Trigonometry and Navigation*—Three hours per week—

Three semester hours

This course includes the solution of the right and oblique spherical triangle with emphasis on practical applications related to air and sea navigation, piloting, dead-reckoning, and celestial navigation.

*Statistics* —Three hours per week..... Three semester hours

Determination of measures of central tendency, of dispersion, of correlation, and of sampling theory with emphasis on interpretative aspects and limitations of their uses.

*Synthetic Geometry*—Three hours per week .. Three semester hours

This course coordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in the other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

*Teaching of Arithmetic*—Three hours per week—

Three semester hours

This is an extension of the course on Curriculum in Arithmetic. Arithmetic textbooks are evaluated, courses of study in arithmetic for local communities are surveyed, possibilities for improving number work through individual and group remedial work are discussed, means of testing number ability are presented, and the recent contributions of research in this field are reviewed.

*Trigonometry*—Three hours per week..... Three semester hours

Functions defined as of general angle. Solutions of right and of oblique triangles is followed by fundamental identities and solutions of trigonometric equations.

## MUSIC

*Appreciation of Music*—Three hours per week—

Two semester hours

An opportunity is given to listen to the best music in its different forms. Attention is given to the development of music through the ages along with the interesting information concerning the greatest composers and artists. Ways and means of developing appreciation are studied.

*Music I*—Four hours per week . . . . . Two semester hours

Planned to prepare the regular grade teacher to teach her own music in the first three grades under supervision. It includes the study of suitable rote songs, the acquaintance with reading material, and oral and written ear training. The best practical methods known are discussed and used in presenting the material.

*Music II*—Three hours per week . . . . . Two semester hours

A continuation of Music I, progressing into the more difficult and interesting material. A singing of two- and three-part music is one of the accomplishments of this course. It is especially designed to prepare and assist the regular grade teacher to teach her own music under supervision in grades four, five and six.

## ORIENTATION

*Orientation Course*—One hour per week—Two semesters (one semester freshman year, one semester senior year) . . . . . No credit

This course which is required of all students aims to help the student understand and adjust to the college and the other students of the campus. Through discussion of such personal problems as appearance, manners, good taste, and vocational plans it helps him understand himself and develop effective social habits.

## SCIENCE

## BIOLOGICAL SCIENCE

*Biological Science I and II*—Four hours per week for two

semesters—Six semester hours

This course covers a general survey of both the animal and plant world. The main objective is to acquire a working knowledge of the underlying principles governing living things. Dependable truth and methods of arriving at it are stressed in order that man may reach valid conclusions. Biology I covers ecology, protoplasm, biological principles, and maintenance of life. Biology II includes a study of reproduction, heredity and evolution. Field trips, laboratory demonstrations, moving pictures, and specimens are freely employed.

*Botany I and II*—Five hours per week for two semesters—

Six semester hours

This course gives the student general information of the world's plant life. Types are studied from the standpoint of anatomy and function in order to understand the basic principles of life as found in the plant world, which understanding will help the student in presenting biology in the public schools. Field trips, individual laboratory work, collections, and visual aids receive major attention. First semester's unit deals with the spermatophytes. During the second semester thallophytes, bryophytes, and pteridophytes are studied.

*Comparative Anatomy*—Five hours per week . . . Three semester hours

Representatives of the vertebrate classes are compared, system by system, or organ by organ, based on careful dissection of representative types. The aim is to trace the evolutionary course of vertebrates with reference to human anatomy. Models and charts are used.

*Curriculum in Elementary Science*—Four hours per week—

Three semester hours

The content material covers such topics as birds, flowers, trees, insects, and mammals. Identification, common interesting facts, and aesthetic elements are stressed along with the technique of teaching this material in the public school. Field trips and collections occupy much of the time. Elements in the Physical science field are omitted as these are fully covered in the physical science course.

*Entomology*—Five hours per week . . . Three semester hours

Study of the anatomy, classification, identification and economic aspects of insects. Emphasis is placed on the common types. Collections are made.

*Field Botany*—Five hours per week . . . . . Three semester hours

This course deals entirely with collections, classification, and identification of specimens.

*Genetics*—Five hours per week . . . . . Three semester hours

An introductory course designed to acquaint the student and prospective teacher with the underlying principles of heredity; applications of teaching are emphasized.

*Histology*—Five hours per week . . . . . Three semester hours

This course is a study of animal cells and tissues; technique of preparing animal and plant tissues for microscopic study. Much time is devoted to making permanent microscopic slides.

*Ornithology*—Five hours per week . . . . . Three semester hours

The study of birds based on knowledge gained from field trips, laboratory work with mounted birds and bird skins, charts and motion pictures. Three periods per week devoted to field study and laboratory work and two periods per week spent on lectures and discussions.

*Physiology*—Five hours per week . . . . . Three semester hours

This is a study of vertebrates with emphasis placed upon function specifically related to human anatomy. The problems of normal and abnormal functions of body parts of children of school age are carefully treated with reference to classroom behavior.

*Zoology I and II*—Five hours per week for two semesters—

Six semester hours

The animal kingdom is surveyed with emphasis placed on anatomy and function as a basis for understanding the evolution and development of the various organ systems. The economic aspect of animal life is stressed. Field trips, individual laboratory work, and visual aids form major tools of the course. Zoology I deals with the invertebrates. Zoology II deals with the chordates.

#### PHYSICAL SCIENCE

*Aeronautics*—Six hours per week—Four semester hours

The Theory of flight, theory and operation of airplane power plants and instruments form the basis of this course.

*Astronomy*—Five hours per week—Three semester hours

The study of the character of the universe, the physical principles discovered by a study of the heavenly bodies and some notations on celestial navigation are included in this course.

*Electricity and Magnetism*—Six hours per week—

Four semester hours

This course emphasizes various types of electrical measurements and proceeds with a study alternating current characteristics.

*General College Physics*—Six hours per week for two semesters—

Eight semester hours

Demonstrations, laboratory and classroom work are designed to emphasize the principles underlying the utilization of various forms of energy in our natural and artificial environment. This course includes principles and problems relating to mechanics, hydrostatics, pneumatics, heat, sound, light, electricity, and magnetism. Material applicable to the teacher's needs is included.

*General Inorganic Chemistry*—Six hours per week for two

semesters—Eight semester hours

The relationship between the electronic structure of elements,

their periodic classification, behavior and the use of them and their compounds is stressed. The common laws of chemistry are illustrated and their commercial importance emphasized. That portion of the work which is suitable for high school courses is pointed out.

*Food Chemistry*—Five hours per week. . . . . Three semester hours

This is a continuation of organic chemistry. Special emphasis is placed upon the chemistry of foods.

*Industrial Chemistry*—Three hours per week. . . . . Three semester hours

This course emphasizes the applications of chemicals and chemical principles in industry. Special emphasis is laid upon the chemistry of the industries of Western Pennsylvania. Industries are visited.

*Mechanics*—Five hours per week. . . . . Three semester hours

This course is an analytical study of the action of forces on matter. It gives careful consideration to the type of practical problem which is too complicated for the course in general physics.

*Optics*—Five hours per week. . . . . Three semester hours

This course applies the laws of reflection, refraction, dispersion, and diffraction to such optical instruments as the eye, microscope, camera, telescope, and the spectroscope.

*Organic Chemistry*—Five hours per week. . . . . Three semester hours

This course deals chiefly with aliphatic compounds. Typical and common examples of the various types of organic compounds are prepared and their properties and uses studied.

*Photography*—Five hours per week. . . . . Three semester hours

The theory and practice of photography are studied with the chief emphasis being placed on the camera.

*Physical Chemistry*—Five hours per week. . . . . Three semester hours

The physical and mathematical basis for chemical laws are explained and illustrated in lecture and laboratory periods.

*Physical Science I and II*—Four hours per week for two semesters—Six semester hours

This course furnishes the prospective teacher with the knowledge and method of presentation of materials which are suitable for science instruction in the grades below the junior high school. Elementary but important units of work in the fields of physics, chemistry, and astronomy form the content of the course.

*Qualitative Analysis*—Seven hours per week. . . . . Three semester hours

The student is drilled in the procedure of cation and anion analysis as he solves unknowns. He is held responsible for a complete knowledge of the chemical reactions underlying all procedures. The student also learns to know the types of cations and anions to be expected in many common chemicals and alloys.

**SOCIAL STUDIES**

*American Government*—Three hours per week—

Three semester hours

Covering federal, state, and local government this course is intended to give the student an understanding of the basic principles of the American political system, its structure and functions, and the individual's relation to it. Procedure combines textbook and library study, oral and written reports, discussion and lectures.

*Comparative Government*—Three hours per week—

Three semester hours

This course provides an opportunity to study the principle features of such governmental systems as the English Limited Monarchy, the Republican forms of the United States, France, and Switzerland, and the Dictatorship of Russia, Germany, and Italy.

*Contemporary European History*—Three hours per week—

Three semester hours

This is a course in contemporary history. It aims to promote an understanding of present day international relations, of efforts to promote international cooperation, and of the factors operating in the direction of insecurity.

*Early European History*—Three hours per week—

Three semester hours

The purpose of this course is to develop an understanding of the foundations of the modern state systems, the evolution of modern political, economic, and social thought, and to provide a background for the understanding of American history.

*Economics*—Three hours per week . . . . . Three semester hours

This course aims to develop an understanding and an interest in contemporary problems in the fields of production, exchange, distribution, and consumption.

*Evolution of Social Institutions*—Three hours per week—

Three semester hours

The purpose of this course is to show the inter-dependent nature of such institutions as the family, church, school, and the state, and to indicate the various ways in which these institutions have undergone continuous change.

*History of Civilization*—Four hours per week. . . Four semester hours

This course stresses the development of institutions liberalizing in character and valuable in present civilization. The political economic, ethical, domestic, and religious types of culture are evaluated through an historical treatment. This course emphasizes large sweeping movements rather than individuals, nations, or dates.

*History of England*—Three hours per week . Three semester hours

This course aims to develop an understanding of the origins of many American traditions and institutions.

*History of the Far East*—Three hours per week—

Three semester hours

This course is given over to a study of the Pacific area, to the increasing importance of the East in the economic and political life of the world.

*History of Latin America*—Three hours per week—

Three semester hours

The aim of this course is to trace the development of the Latin American Republics, the evolution of our policy toward them, and to promote an understanding of problems that are of particular concern to Americans.

*History of Pennsylvania*—Two or three hours per week—

Two or three semester hours

The aim of this course is to give the student a knowledge of and practice in the study of state and local history and to show the relation between state history and our national development.

*Modern European History*—Three hours per week—

Three semester hours

This course deals with the political, social, and economic development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today. It coordinates American and European developments.

*Municipal Government*—Three hours per week—

Three semester hours

This course deals with the nature, organization, and function of city government. It emphasizes politics and elections, types of

municipal government, city planning, welfare, culture, and recreation. The course is designed to familiarize prospective teachers with the culture of the city and the relation of government to it so that they may capitalize upon it in teaching and see the working relation between education and municipal citizenship.

*Renaissance and Reformation*—Three hours per week—

Three semester hours

This course aims to promote an understanding of the intellectual awakening resulting in the shift from Medieval to Modern Times. It is concerned with the beginnings of modern scientific, social, economic, and political thought and with the foundations of our modern religious institutions.

*Rural Sociology*—Three hours per week . . . . . Three semester hours

This course deals with the social, economic, and cultural problems and aspects of country life. It is designed to give the prospective teacher an understanding of rural life to enable her to become an effective leader in the community. It deals with such problems as farming, family living, the country church and school, recreation, and the changing countryside.

*Sociology*—Three hours per week . . . . . Three semester hours

This course is concerned with such major social problems as community planning, the family, poverty, public relief, recreation, crime, delinquency, and principles of social control.

*Social and Industrial United States History*—Three hours per week—  
Three semester hours

A study is made of the numerous social and economic forces which have been influential in developing American institutions. This background develops the ability of students to evaluate present-day problems. Consideration is given to some of the more recent agencies set up to solve our social and economic difficulties.

*U. S. History Before 1865*—Three hours per week—

Three semester hours

This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed. The broadening of American interests as they lead to world activities and relationships to present-day problems are included.

*U. S. History Since 1865*—Three hours per week—

Three semester hours

It is the purpose of this course to promote a clear understanding of present-day American civilization. It is concerned with our industrial expansion, our development as a world power, present-day politics and thought, and the mechanization of American life.

*Teaching of American History and Government*—

Three hours per week—Three semester hours

This course is intended to familiarize prospective teachers with the methods to be employed in teaching children through the social studies. Emphasis is placed upon objectives, courses of study, organization of subject matter for teaching purposes, curriculum materials, procedures, and evaluation.

*World Economic Problems*—Three hours per week—

Three semester hours

This course is recommended as an elective for a major in the social studies. The course deals with economic problems and policies of the post-war period. It is designed to promote an understanding of the interdependence and economic relationships of nations in reference to such matters as resources, population movements, trade, tariffs, monetary exchange, and standards of living.

## SPANISH

*Spanish I—Beginners' Spanish*—Three hours per week—

Three semester hours

This course includes pronunciation, conversation and elementary Spanish Grammar. Stress is placed on accurate grammatical constructions, by use of Spanish to English translation as well as English to Spanish translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

*Spanish II—Beginners' Spanish*—Three hours per week—

Three semester hours

This course is a continuation of Spanish I with special stress on irregular verbs, the construction of tenses and the Subjunctive Mood.

*Spanish III—Conversational Spanish—Three hours per week—**Three semester hours*

This course deals only with Spoken Spanish. The entire class is conducted in the vernacular with stress on grammatical correctness.

*Spanish IV—Intermediate Spanish Grammar—**Three hours per week—Three semester hours*

A review of elementary grammar with special emphasis on irregular verbs, orthographic and radical changing verbs.

*Spanish V—Intermediate Spanish Grammar—**Three hours per week—Three semester hours*

A continuation of Spanish IV with special emphasis on the Subjunctive Mood. Continuation of correct pronunciation and conversation. This course includes the reading of several Spanish novels from the modern period.

*Spanish VI—Introduction to Literature—Three hours per week—**Three semester hours*

This course includes a survey of all the great periods of Spanish Literature with stress placed upon the historical importance of the various periods.

*Spanish VII—Contemporary Spanish Drama—**Three hours per week—Three semester hours*

This course includes the reading of the more modern writers of Spanish Drama. Outside readings of a historical nature will be required from time to time.

*Spanish VIII—Contemporary Spanish Novel—**Three hours per week—Three semester hours*

This course will include the reading of some of the modern Spanish novelists. Outside readings of an historical nature will be required.

*Spanish IX—Commercial Spanish—Three hours per week—**Three semester hours*

Stress is placed upon the writing of correct Spanish business letters and general business correspondence with which one might come in contact in Spanish-American relations. A very practical approach will be used.

## SPEECH

*Argumentation and Debate*—Two hours per week—

Two semester hours

A study of principles, with practice in the various types of debate and group discussion, such as the forum, the panel, and the symposium.

*Community Dramatics and Pageantry*—Three hours per week—

Two semester hours

Principles and technique of organization, direction, and production of community dramatics and pageantry, stressing coordination of all arts involved, cooperative community effort, and inherent social values. Ways and means of simplification emphasized. Selection and arrangement of material for various types of community drama, such as the play, the masque, the pageant, and the festival.

*Costuming and Make-up*—Three hours per week—

Two semester hours

The practical application of costume making and design to school dramatics, and a brief survey of historical costumes; knowledge of materials, mediums, supplies, and sources. A study of theatrical make-up. Much practice in straight and character make-up.

*Creative Dramatics*—Two hours per week . . . . Two semester hours

The dramatization of materials used in the elementary and secondary school curriculum as an effective means of motivation and integration of actual classroom work. Socialization and personality development of the pupil considered of first importance in this activity.

*Fundamentals of Speech*—Three hours per week—

Three semester hours

A basic course which stresses the steps in speech composition and the fundamentals of effective delivery. Much practice is afforded the student in extemporaneous speaking and in the oral interpretation of literature. The course aims to help the student set up good speech habits. The approach is psychological; the ultimate aim that of social adequacy.

*Interpretative Reading*—Three hours per week. Two semester hours

The course in Interpretative Reading offers practice in the oral interpretation of various types of literature. It aims to develop in the student those techniques of impression and of expression that will result in effective and artistic oral reading.

*Phonetics*—Two hours per week. . . . . Two semester hours

This course is the science of speech sounds. The course gives an analysis of the sounds of English speech, introduces the phonetic alphabet, and affords much practice in phonetic reading and transcription. The aims of the course are increased awareness of the sounds of English and improved speech habits.

*Play Production*—Three hours per week. . . . . Two semester hours

This course aims to acquaint the student with good plays for school production, principles and techniques of production, and practical application of these principles. Laboratory work consists of the making of floor plans, stage models, simple hand and stage properties, and the presentation of one-act plays, student directed and produced.

*Psychology of Speech*—Three hours per week. . Three semester hours

A study of the psychology of attention and persuasion, and of other basic psychological factors relating to speech situations; a study of techniques underlying special forms of speech, both private and public.

*Speech Clinic I*—Four hours per week. . . . . Two semester hours

An introduction to the study of speech disorders, especially those occurring among children; methods in speech correction; knowledge of the operation and correct use of speech equipment.

*Speech Clinic II*—Four hours per week. . . . . Two semester hours

Practical experience in the diagnosis and treatment of minor speech defects. Case studies made. The making and analysis of various speech tests and records.

*Speech Pathology*—Three hours per week. . . . Three semester hours

A study of the nature and causes of speech handicaps, of personality difficulties related to them, and of the place and importance of special training for the speech handicapped child in the elementary school curriculum.

*Speech Problems*—Three hours per week. . . . Two semester hours

This course aims to give the teacher in the elementary field ability to diagnose ordinary cases of speech defects in children and methods in the correction of these defects. Attention is also given to materials and methods for the speech training of the child with normal speech. Stress is placed upon the proper selection and use of games, jingles, and other speech exercises for the fixing of good speech habits in all children.

*Stagecraft and Scenic Design*—Four hours per week—

Two semester hours

Elementary principles of stagecraft and scenic design are studied. Stage floor plans and designs are drawn to scale; stage models and practical stage properties are constructed. Experience is afforded in all phases of stagecraft.

*Voice and Diction*—Two hours per week. . . . Two semester hours

This course aims to establish correct and pleasing habits of speech. Emphasis is placed upon tonal and articulatory exercises. Fundamental conditions of voice production, development of resonance, tone placement and projection are studied.

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